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An overall look at Amherst Class of 1959 which attempts to correlate the dynamics of undergraduate motivation, social behavior, and attitudes. The results are based on an extensive use of questionnaires and cover all 4 years at the college. Numerous tables present analyses of a diversity of subjects such as purposes of a college education, satisfaction with the college, scholastic probation and dean's lists, factors influencing course selection, hour allotments of major categories of college life (classes, studying, socializing with peers, dating, sports, and other activities), organizational affiliations, attitudes toward fraternities, summer income, and spending money per month.							
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The Class of 1959 at Amherst College

A PRELIMINARY REPORT

BY

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COMMITTEE ON GUIDANCE AND COUNSELING
AMHERST COLLEGE, AMHERST, MASSACHUSETTS

1960

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1960

To the Amherst Class of 1959 - as tolerant, intelligent,
and promising a group of research subjects as we have
ever encountered.

"I'm almost ready to put these question-
naires in the same category with death
and taxes."

(Member, Class of '59)

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Preface

This little booklet is the document we promised you, the members of the Class of '59, at your Senior Alumni banquet. We address ourselves to you throughout this text though we know that it will be read by persons who are eavesdropping on our exposition. It is to such readers that occasional clarifications and footnotes are addressed much as one directs polite asides to a bystander. As a class you were asked for four full years to answer interminable questionnaires without benefit of even a cryptic statement of our purposes. We sincerely hope this report will admit you to the confidence you were so long denied. We start at the very beginning describing the origins of our motivation for the study, and then follow with statements of our strategic goals, tactical decisions, and the general condition of the data. Sections are devoted to describing you as you first appeared, your actions over the four years, your reactions to your experience, and the "outcome" records you left upon departure. Because we have kept theory and interpretation to a minimum, the burden of integration falls on the reader, but we have every confidence that our primary audience will have little trouble seeing the patterned relationships inherent in these tables.

The initial impetus for this study came from the Committee on Guidance and Counseling appointed by President Charles W. Cole some eight years ago. It soon appeared that little was known about the "whole area of undergraduate motivation." The committee, therefore, urged three of us to begin a program of research to determine some of the correlates and dynamics of academic motivation. We soon found ourselves seeking ways to define more clearly the experience and behavior of undergraduates.

After visits to Harvard, Yale, and Princeton where similar work had been carried out, we felt it best to avoid an immediate start on a large-scale research project in favor of preliminary efforts within the scope of our current time and cost limits. We found it necessary to direct a good bit of our attention to the development of new questionnaires and scales to make measurements within this particular college environment. Although a variety of standard and experimental personality instruments were used, we turned more and more to the measurement of actual student behavior. By June of 1958 we could state our research aims as follows:

1) to construct behavioral criteria of social significance. This report does not contain these criteria in the patterned form that we intend to use. Rather we present here the variables which will contribute to these patterns of action, reaction, public and private outcomes which we feel will give an accurate sketch of the varieties of college experience taking place among the members of a college class.

2) to generate hypotheses for subsequent research. We cannot say we began this study with no ideas of the relationships between variables, but certainly there were a great number of possible relationships for which no prior research had any implications. This study permits us to explore the associations between our measures so that a subsequent study might be drawn much more tightly with the aim of testing for certain critical relationships.

3) to develop measures uniquely fitted for use in this community. Not all of our methods were successful and we tried to change them during the study. Some continued to prove inadequate. But in the course of this work we learned a good deal about the basic problem of writing items for a

highly verbal population currently receiving training in semantic criticism.

4) to shed new light on the role played by the abilities measured by such tests as those of the College Entrance Examination Board. Although these scores have been used for admission purposes for many years, no systematic exploration of their predictive power for the upper class years at Amherst has ever been carried out.

5) to explore the utility of a selected battery of psychometric tests. Recently developed personality tests have suggested the possibility of supplementing the Board tests to gain additional information relevant to scholastic performance. Given the criterion information we were gathering, this was an excellent chance to learn something about the usefulness of these tests.

* * *

"Many of the answers checked were merely the least inadequate of several inadequate answers for which there was space provided."

(Member, Class of '59)

Before moving on to the data itself, we wish to suggest several important limitations of the report.

a) As will be readily seen, a good portion of our information comes from your self-reports. This sort of data is subject to a number of kinds of distortion and is further influenced by the fact that some of you may not have known some of the things asked for. We have reason to believe that most of you were in large measure telling the truth, but there were some individuals who, by their own candid admission, did not cooperate with us.

A question often raised by some of you has been why we had no interviews at any time during the four years. The feeling existed that the ambiguities and frustrations of questionnaires might have been relieved by a chance to tell us in your own words, rather than through our item alternatives, about your college experience. We considered the interview at great length before beginning the study. We decided against it, for this study, because the processing of the material gained and the interviewing itself represented far more hours than any of us could provide. Second, since this was exploratory, we were not sure what varieties of information we wished to get from you in the interview. (You knew what you wanted to tell us but much of it would not be relevant to the study purposes!) Finally, the interviewing process itself, especially over four years, radically changes a student's college experience! In one institution where this was done the interviewees developed as much loyalty to the project as lettermen did for their sport.

b) Although we elected to use the entire class of 307 as our sample, we did not get complete returns on all of our items. We found that returns varied from 99% to 64%,¹⁾ but for the main questionnaires it was 77% and above. Table 1 lists the per cent of the class returning each of the materials during the four-year period, and Table 2 lists the varieties of material collected. We ended with 58.5% of the members of the class filling in all four questionnaires. The subjects of this study include only those students who began their Amherst College careers in the fall of 1955 as

1) The Survey of Sexual Behavior and Attitudes was administered only to those 41% taking the Marriage and the Family course, while the Beardslee-O'Dowd measure required 50% in another research project.

Table 1

Summary of Per Cent Returns for Data

No.	Date	Class Size	Item	% Return
1.	January 1955	307	CEEB-Math, Verbal	100.0
2.	September 1955	307	Edward's Personal Preference Schedule	100.0
3.			Inventory of Beliefs - No.1	100.0
4.			TAT - McClelland	100.0
5.	October 1955	307	Minnesota Multiphasic Personality Inventory	97.7
6.	December 1955	307	Brown & Holtzman Survey of Study Habits and Attitudes	80.8
7.			Time Study No.1	80.5
8.	May 1956	302	Questionnaire No. 1	77.4
9.			Time Study No. 2	65.2
10.			Personality Research Inv.-No.1	75.5
11.	December 1956	285	Inventory of Beliefs - No.2	67.4
12.			Time Study No. 3	64.6
13.	May 1957	287	Questionnaire No. 2	84.3
14.	March 1958	266	Myers-Briggs Type Indicator	75.0
15.			Personality Research Inv.-No.2	72.0
16.	May 1958	264	Questionnaire No. 3	85.9
17.			Sociometric - No.1	80.7
18.	November 1958	260	Beardslee-O'Dowd Occupation Inv.	54.6
19.	January 1959	259	Taylor Orientation to College Scale	86.5
20.			Survey of Sexual Behavior and Attitudes	41.7
21.			Sociometric No.2	76.1
22.			Political Attitudes Survey	77.0
23.	April 1959	258	Questionnaire No.4	83.7
	Of these	258	all four questionnaires returned	58.5
24.	June 1959	258	Final Vocational Choice	99.2

Table 2

Inventory of Materials

Psychometric Tests	Questionnaire Information	Other
Minnesota Multiphasic Personality Inventory	Weekly Time Diary (3)	Pre-College Tests:
Edwards Personal Preference Schedule	Time Distribution (yearly)	College Entrance Examination
Brown & Holtzman Survey of Study Habits and Attitudes	College Work History (yearly)	Board Aptitude Tests
Sex Knowledge Inventory, Forms X and Y	Faculty Contacts (yearly)	Grades
Group TAT	Vocational Goals (yearly)	Background
	Financial Conditions (yearly)	Health Records
	Marital Status (yearly)	Dean's Records
	Attitudes toward:	Comptroller's Records
	Course Work (yearly)	Faculty Ratings
	Fraternities (yearly)	Activity Record
	Scholastic Conditions (yearly)	Other general ability tests
(The following tests were re- leased for research use only and have not been published commercially):	Politics	
Personality Research In- ventory (ETS)	Statements of:	
Inventory of Beliefs (ETS)	Satisfaction (yearly)	
Myers-Briggs Type In- dicator (ETS)	Health	
Beardslee-O'Dowd Occupation Inventory	Social Life (yearly)	
Taylor Orientation to College Scale	Parents' Beliefs	
	College Major (yearly)	
	Socioeconomic Status	
	Sociometric Assessment	
	Sexual Behavior and Attitudes	

(Note: Control data on all psychometric tests have been gathered from other classes at Amherst College)

members of the Class of '59. Transfer students and men returning from prior classes are not included. Table 3 contrasts a sample of 45 men drawn from the 151 who did all four questionnaires with 45 drawn from the 49 Ss who missed two or more of the four questionnaires. (Thirty-two of these missed just two questionnaires). The differences between the two groups are not great though a pattern does seem to exist. Those missing questionnaires show greater frequency of private school training, a marked preference for business as a vocation, and a slightly lower mean on verbal ability. Differences in four-year average and vocational preferences are statistically reliable. It appears that the men who missed questionnaires may differ somewhat in their identification with the scholastic emphasis of college life, but the differences are sufficiently slight to assure that the data collected is not badly biased. We inspected carefully and could not discover any group of students who systematically refused to give us responses. It seems that those individuals who did not return questionnaires varied from year to year and from instrument to instrument. On some measures we did have fairly high returns, such as on Questionnaire No.4 for which 84% of the class completed the answers. Yet, the errors of our sampling must be recognized.

c) Another difficulty lies in the different size samples and different proportions of refusals and no answers to individual items. Our tables are in terms of per cents of the group who answered. Although the class started out at 307, the number dropped off gradually until in senior year it was close to 250 of the original class.

d) Since this is a progress summary, there is neither theoretical structure nor careful psychological analysis. Further interpretations and

Table 3

A Comparison of the Students who Missed at least
Two Questionnaires with those who did all Four

	Missed Two or More <u>N is 45</u>	Completed All <u>Sample N is 45</u> ¹⁾
CEEB Verbal		
Mean	538	551
Range	365-700	365-738
Scholastic Average 4 years		
Mean	79	81
Average	72-90	73-92
Secondary School		
Public	22	30
Private	18	13
Both	5	2
Division Major		
Humanities	10	10
Social Science	20	14
Science	15	21
Final Vocational Choice		
Medicine	11	12
Law	6	9
Teaching	6	9
Business	15	7
Other	7	8

1) Drawn randomly from 151 who completed all four questionnaires

more refined statistical examinations of the data will have to come later and will be published in the professional journals.

e) There is another type of restriction that should be kept in mind: namely, the material given us is confidential. All of our study has been carried out by code numbers, and there are some kinds of information that we cannot readily make available. This will continue to be true in the future; and even if illustrative examples are used, it will not be possible to identify any group of individuals or any one person.

It is with these restrictions and limitations, then, that we offer you this interim report.

Finally, we would like to acknowledge the great assistance we have received from members of the research staffs, both present and former, at Yale, Harvard, Princeton, Wesleyan, Dartmouth, Vassar, the Center for the Study of Higher Education at Berkeley, and the Social Science Research Council. These many individuals will realize where we have appreciatively stolen their ideas but will also, we hope, not feel at all responsible for our errors. We also gratefully recognize the generous encouragement and financial support of President Charles W. Cole and the Trustees of Amherst College.

To another group of individuals at the college we owe a great deal also: the staff and officers of the Admissions Office, the Health and Physical Education Departments, the Dean's Office, the Office of Public Relations, Fraternity Business Management, the Comptroller's Office, and the Registrar's Office. Professor John Kessel graciously permitted us to use the material from his Political Attitude Study of 1958. All of these people helped us gather a variety of material. Our thanks go especially to

Mrs. Dorothy Ives and Mrs. Gertrude Johnson who did our punch card work so accurately and graciously; to Mrs. Kay Butler who miraculously and cheerfully managed again and again to bring order out of chaos whether it was tabulation, a code sheet, or a manuscript; and to the late Mrs. Millicent Woodfork in whose death this research study and we as individuals lost a wonderful secretary and a fine friend.

Amherst College
September, 1960

Robert C. Birney
Haskell R. Coplin
Robert F. Grose

Prologue - The Selection of Amherst '59

"Dean of Admissions
Amherst College
Amherst, Massachusetts

Dear Sir:

I'm seriously considering attending
Amherst and would like to make an appoint-
ment for an interview with you or a member
of your staff sometime Tuesday morning,
October 12th....."

(Letter received in the Admission
Office, September 21, 1954)

In the academic year 1954-1955 a number of young men in the 12th grade were inquiring about admission to Amherst College. Even before this there had begun in Amherst the fascinating assembly of test scores, transcripts, principals' recommendations, and interview information on this large group of aspiring candidates. By March 1, 1955 some 1,375 young men from some 652 secondary schools across the country had completed applications. They had dutifully filled out the large green form and had written carefully about their extracurricular activities, occupational aspirations, the "advantages.... in a small college," and how they had spent the last two summers. A wealth of other information on various sized pieces of paper was included in the manila folders arranged alphabetically in the tub files in the Admission Office on the first floor of Johnson Chapel.

From this large group of talented young men the college planned to select 250. Dean Wilson and his Admission Committee pondered, judged, and weighed the qualifications of each individual applicant. In recent years the percentage of accepted applicants who finally matriculated had been decreasing; and a great many students were making applications to three or four or even more colleges. After due deliberation and careful calculation,

in April 1955, 536 acceptances were sent out to secure this magic number of 250 new freshmen.

It did not turn out that way! Over 320 men accepted. Statistical prediction had failed and the Class of 1959 produced its first crisis even before it reached Amherst. The class showed up 307 strong in September. Shoe-horns were needed to squeeze them into the freshman dormitories.

* * *

"Members of the Class of 1959 are expected to arrive in Amherst on Thursday, September 15. Rooms will not be available before Wednesday. When you reach town, come to the registration headquarters in Johnson Chapel -- the building with the clocks on the high white tower...."

(Initial set of instructions for Freshmen, July 1955)

You came to Amherst as the second largest class in the history of the college, topped only by the Class of 1950 whose 430 freshmen were composed predominantly of World War II veterans. Although you came from 31 states and five foreign countries, there were 77 from New York, 48 from Massachusetts, and over 20 each from New Jersey, Pennsylvania, Ohio, and Connecticut. Fifty-six per cent of the class had attended public high schools, 30% independent schools, and 14% had attended both. Further, you had done very well at your schools with 78% graduating in the top quarter of your classes, and your ranks included 24 Valedictorians. Although there were twelve secondary schools with four or more men, the total number of different schools represented was 190. There were 31 sons of alumni (10%) in your group with an additional 14% of the class having had some other relative attend Amherst in the past.

Your aptitude test scores were higher than ever before in the history of the college. The scores from the College Board Scholastic Aptitude Test with which you struggled several times are reported on a scale that has 500 as the mean and a standard deviation of 100. Although there was a good deal of variation in your scores of course, your average score in the Verbal Aptitude Test of 593 fell at the 84th percentile of secondary school graduates who took the College Board tests. Similarly, your mean Mathematical Aptitude Test score fell at the 80th percentile of this group. Using those students who took the test as a comparison group is only one way of interpreting the scores, however. For example, it has been estimated that the average score for all high school seniors throughout the country on the Scholastic Aptitude Test would be about 350. Among the Class of '59 there were only 35 who had scores less than 500 on the Verbal test, and there were only 11 who scored less than 500 on the Mathematical test. From all the evidence on your application forms, intelligence test scores, grades in school, and teachers' ratings, the vast majority of you were judged to be in the top five per cent of native ability in your age group.

Class	1945	1956	1957	1958	1959
Size	273	263	272	254	307
Valedictorians	10	13	10	27	24
Varsity Football	44	62	76	70	75
Varsity Basketball	23	38	38	49	49
Varsity Baseball	28	29	38	40	38
Student Council	32	72	80	125	70
Class Presidents	-	37	36	37	25
Editors	-	29	26	32	63

Your activities in school were diverse: among the class were found a large number of letter winners, somewhat fewer student council members than previous classes, fewer class presidents, a great many more editors. Dean Wilson's 1955 report to headmasters and principals compared your school

activities with those of previous classes as listed above.

On your application blanks, a fifth of you had indicated an interest in science and engineering, and an additional fifth of the class was aiming for medicine. Another fifth was in the "don't know" category, with the rest scattered among law, business, teaching, etc. The actual percentages are shown below and later on we will indicate how these initial goals changed in college (page 71).

Distribution of Vocation Goals on Application

<u>Vocation</u>	<u>%</u>
Science and Engineering	21.8
Don't know, no answer	21.2
Medicine	21.5
Law	13.1
Business, unspecified	8.8
Professional	6.0
College teaching	-
News Media	3.0
Miscellany	2.6
Public Official	.9
Arts	.3

Religious backgrounds can be seen in the following frequencies of preference for affiliation, at least as stated on your matriculation blanks:

Baptist	2	Moravian	1
Christian Science	4	Presbyterian	40
Congregational	42	Protestant Reformed	1
Dutch Reformed	1	Protestant (no denom.)	14
Episcopalian	62	Roman Catholic	21
Evangelical Reformed	1	Unitarian	9
Greek Orthodox	3	Universalist	1
Jewish	63	Non-Confessional	1
Lutheran	8	Unspecified	12
Methodist	21	Total	307

In some ways the families of the men of '59 were similar to each other. Only 12% of their homes had been touched by divorce, separation, or death. Over 90% of the members of the class had been born in the United States,

81% of the fathers had been born here and 85% of the mothers. Over 80% of the fathers had gone to college and 62% of the mothers. It may be noted that your fathers graduated from college anywhere from 1908 to 1937 while the graduation dates for your mothers range from 1917 to 1957 (!) Although there is a wide range of specific occupations, your fathers are found predominantly in the professional and managerial vocations. The distribution is as follows:

		<u>%</u>
Business		38.1
Professional		
Law	14.0	
Medicine	9.3	
Education	7.7	
Dentist	2.3	
Other	1.0	
		34.3
Communication Media		5.9
Engineering		4.3
Public Service		2.4
Arts		1.6
Miscellaneous		5.6
No answer		7.8

Although there were a number of families with fairly high incomes, 79 scholarships were awarded to your class in freshman year totalling \$58,635.00. The awards ranged from \$200.00 to \$1,700.00. By the time you graduated, a total amount of \$202,754.00 had been given to your class in scholarships, and an additional \$25,123.00 had been loaned to you from college funds. Fifty-two per cent of you are the eldest in the family, 34% the second-born, 9% the third child, 4% the fourth, and another 1% the sixth or seventh in the family. If you have brothers and sisters, there is on the average a difference of three years separating you and the one nearest to you in age, whether older or younger. The median size of family

is almost four.

The freshmen that came to Amherst in September of 1955 were certainly a healthy group, but they came in a variety of sizes and shapes. The mean height was 5 feet, 11 inches and the range was from 5 feet, 3 inches to 6 feet, 5 inches. Although, hopefully, all of you were intellectual heavyweights, the class varied from 111 pounds to 234 pounds with an average of 157. Your ages ranged from 16 to 25, and the mean was 18 years and 2 months.

The Physical Education staff found that the typical member of the Class of '59 during his first days at Amherst could do eight pull-ups, nine push-ups, 24 sit-ups, run 300 yards in 45 seconds, and make a standing broad jump of 86 inches. The variation around these averages, however, was considerable and some members of the class could do neither a pull-up nor a push-up. It might be noted here also that 39 members of the class were tall enough to require extra long beds.

Attitudes and Expectations

" 'What advantages do you expect to find in a small college?'

'The small college offers much that the larger college cannot ordinarily offer. First of all, one can more easily become a part of the warm and intimate atmosphere which is the integral part of college life.....' "

(Response by a member of the Class of '59 on the application blank)

When you came as freshman you claimed to be interested in scholarship as seen in your answers to the following questions:

"At the time you entered Amherst, how interested were you in compiling a distinguished academic record? - extracurricular record?"

Class Size	302		302	
Number Responding	235		234	
	Academic Record		Extracurricular	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Quite interested	160	68.2	90	38.5
Somewhat interested	64	27.2	100	42.7
Somewhat disinterested	9	3.8	33	14.1
Quite disinterested	2	0.8	11	4.7

These questions were asked toward the end of the freshman year and may include some distortion of memory but probably reflect something of the attitudes with which you began your Amherst College careers.

When asked to estimate parental preferences, 63.6% of you felt that your fathers would prefer academic distinction, and only 9% felt that success in extracurricular activities was what your fathers wanted most for you. Interestingly enough, when the same question was asked about mothers' attitudes, the per cents were identical. When asked about the attitudes of friends and classmates concerning academic versus extracurricular achievements, you felt that they would also share your preference for the academic although slightly more would value extracurricular distinction.

We asked another question concerning how clear a picture of Amherst life each of you held at entrance. About one-third felt they had had either a "very clear" or a "fairly clear" picture of the academic aspects, while 41.5% responded similarly for the non-academic areas of college life at

Amherst. In other words, a large majority of you reported a "fairly hazy" or "very hazy" picture of what college life in its many dimensions really entailed. This is also borne out in the response to another question which asked whether there was anything of particular importance in the academic area that you received that you did not expect, and similarly which you expected but didn't get. In both cases about one-third indicated something unexpected on the academic side. Only one-quarter responded that there was something in the non-academic area that surprised them.

Several questions were pointed at the student's picture of the purposes of a college education, and in one we asked if there were any relationship between the level of grades received in college and the degree of post-college success. A quarter of the class answered that there was a high and positive relationship, and 60% indicated a small and positive relationship. Very few suggested that this relationship was either negative or non-existent.

Of great interest was what you felt to be the purpose of a college education at the beginning of your own experience. As can be seen in Table 4, "a basic general education and appreciation of ideas" along with the development of "one's ability to get along with different kinds of people" were endorsed by a large majority of you. Sharp divergences of opinion appeared, however, concerning vocational training and the development of "one's moral capacities, ethical standards, and values." See page 60 for a comparison of your feelings in freshman year with those of senior year.

Table 4
Purposes of a College Education

Freshman Year - Class Size Number Responding			
	High Importance %	Judged of Medium Importance %	Low Importance %
A. Provide vocational training, develop skills and techniques directly applicable to one's career	31.1	44.0	24.9
B. Develop one's ability to get along with different kinds of people	71.4	27.4	1.2
C. Provide a basic general education and appreciation of ideas	86.3	12.5	1.2
D. Develop one's knowledge and interest in community and world problems	29.9	55.6	14.5
E. Help develop one's moral capacities, ethical standards, and values	29.4	55.1	25.7
F. Prepare one for a happy marriage and family life	7.9	37.7	54.4

Summary

Although summary statistics may tend to make you sound too much alike, you did have much in common. So much so that we would be tempted to generalize a mythical average man in the Class of '59 as one who was gifted intellectually, had already had outstanding records in secondary school, probably came from a college family, had participated in a variety of extracurricular activities in school, and had been blessed with material pros-

perity. He looked forward to the advantages of a liberal arts college and affirmed a desire to attain a basic general education and an appreciation of ideas as well as to develop his ability to get along with different kinds of people. His picture of college was only moderately clear but he felt more definite about the academic side as compared to the social and extracurricular aspects of college life. But an average is a reflection of central tendencies and tells nothing of the differences among you. A wide array of such differences appear that do not fit "the average '59er." Diversity appears throughout our data, attesting to your uniqueness at the outset of your college experience.

The College Experience: Action and Reaction

This chapter deals with your reports of time allotment, extracurricular activities, satisfaction with college, and feelings about fraternities. We insisted that you account for your time, and choose between positive and negative statements of feelings because we were certain great diversity would exist, and we felt it pointed to radically different styles of college life. The "satisfaction" items are subject to bias from the sense of the acceptable thing to say, but we hope they may provide a crude device for distinguishing your generally favorable or unfavorable reactions to college as a whole.

How the Time was Spent

"To what aspects of academic life have you had the most difficulty adjusting?"

"The enormous reading assignments and constant pressure from papers and exams."

(Freshman member, Class of '59)

"A greater demand on the student is certainly in order ... almost everyone here, even the slugs, can survive with a minimum of effort, and so a minimum of development."

(Senior member, Class of '59)

Action occurs through time, and one way to learn about your actions was to ask how you spent your time. In your senior year we also pulled together the record of your extracurricular associations which, when supplemented by your time estimates, provides an estimate of concentration and scope of your "activities". The summaries of this information are present-

ed in tables which require some explanation. Many of these distributions are badly skewed, that is, many of you report little or no time while a few report a great deal. This gives us the task of reporting statistics which give a fair idea of the data without being misleading. We settled on a table which gives mean, median (here called median interval, i.e. the interval in which the median fell), range, students (Ss) above the range, and per cent of Ss reporting zero. By range we mean occupied adjacent intervals which usually encompass more than ninety per cent of you. By Ss above the range we mean those of you whose answers place you definitely beyond the group as a whole. As we discuss the data, the answers given by these persons will usually be specified.

The time data were collected with weekly diaries in freshman year and in the fall of the sophomore year; then, in May of the sophomore year, the time estimates were recast to cover average allotments during the past year. The table headings reflect this collection schedule.

Beginning with freshman year, we see that the scholastic work week was about sixty hours, on the average, with forty hours of study and twenty hours of class. Class time ranges are fairly small due to the required curriculum which tends to prohibit the display of individual differences. Study time, however, shows a wide range with the five highest falling between sixty-six and seventy hours. But some men were able to keep up apparently with three hours a day, leading us to conclude that even the demanding freshman curriculum may be all things to all men. Needless to say, the reported times for all other categories are low. A few of you reported unusual concentration in each of the various categories, but in general the freshman year was a pressing one with a few of you frantic, most of you

hard at it, and a few of you already relatively relaxed. One interesting set of figures to note about this year are those of the Ss who report zero time. Quite a few report no time in bull session with peers, no personal interests (reading for fun, hobbies, etc.), with nearly a third divorced from sports, either as participants or spectators, during the sample week.

The weekly time in December of the sophomore year gives us an isolated estimate but it is interesting that all categories are very close to the yearly sophomore estimate, excepting study time. Presumably the higher December figure reflects the pre-vacation examination week.

Turning to the yearly estimates, we can compare the years and trace the changes which took place. One thing about these figures is quite striking. There is increased variability all along the line, with the ranges remaining wide and the number of Ss beyond the ranges increasing. The percents reporting zero drop in all categories except fraternity business and sports which increase greatly. Great differences between you are showing up here.

The wide range of class time in the last two years is surprising and, presumably, reflects laboratory versus seminar styles of teaching. The time in class does drop, however, and senior year seems low though we leave to you your secret of average class attendance as low as three and four hours a week.

Study time, which has the lowest median in sophomore year, actually increases slightly in the last two years and by senior year the range borders on the fantastic with some students reporting four hours per week and others claiming sixty or more. Clearly some men were "engaged" in the scholastic world while others were not. Socializing is at an all-time high

Table 5

Hour Allotments for Major Categories of College Life
Tabulated for Six Questionnaires Administered
Throughout Four Years in College

Class Number	307	302	285	287	264	258
Number Responding	246	196	178	240	223	216
Time Period	For one week in			On the average per week		
	Dec. '55	May '56	Dec. '56	Soph.	Junior	Senior
<u>Hours Spent in Class</u>						
Mean	23.5	19.4	18.3	19.7	17.4	16.3
Median Interval*	22	17	18	20	16	11
Range**	15-27	11-27	10-27	12-28	9-28	2-31
Ss above range	0	0	0	2	8	4
<u>Hours Spent Studying</u>						
Mean	40.7	42.7	45.7	27.0	31.8	31.3
Median Interval*	42	41	37	28	30	30
Range**	19-64	15-68	16-66	14-40	8-51	10-50
Ss above range	5	5	2	16	10	14
<u>Hours Spent Social-izing with Peers</u>						
Mean	8.2	7.8	13.0	13.9	11.4	12.8
Median Interval*	8	7	11	10	10	10
Range**	0-22	0-22	0-35	0-30	0-21	0-25
% reporting none	7%	10%	1%	7%	5%	8%
Ss above range	0	2	2	16	11	8

* The hour interval in which the median falls

** See text page 26

(Table continued on next page)

Table 5

	Dec. '55	For one week in		On the average per week		
		May '56	Dec. '56	Soph	Junior	Senior
<u>Hours Spent Dating</u>						
Mean	7.8	7.3	10.1	6.9	8.6	9.6
Median Interval*	7	7	8	6	6	8
Range**	0-19	0-20	0-20	0-20	0-26	0-20
% reporting none	45%	55%	39%	18%	10%	13%
Ss above range	1	2	4	5	5	11
<u>Hours Spent on Interests</u>						
Mean	5.0	4.3	5.1	5.8	6.0	11.5
Median Interval*	4	3	4	4	5	10
Range**	0-16	0-10	0-14	0-15	0-20	0-27
% reporting none	28%	38%	26%	28%	17%	6%
Ss above range	1	3	2	5	3	7
<u>Hours Spent in Sports (Intramural & Varsity)</u>						
Mean	5.7	6.6	6.7	9.4	9.3	9.0
Median Interval*	8	4	5	7	5	6
Range**	0-20	0-19	0-22	0-30	0-38	0-26
% reporting none	32%	28%	45%	6%	11%	19%
Ss above range	0	3	0	1	3	8

* The hour interval in which the median falls

** See text page 26

(Table continued on next page)

Table 5

	For one week in			On the average per week		
	Dec.'55	May '56	Dec.'56	Soph	Junior	Senior
<u>Hours Spent in Extra-curricular Activities</u>						
Mean			9.2	5.2	5.5	5.3
Median Interval*			6	5	4	4
Range**	(not collected)		0-22	0-12	0-18	0-17
% reporting none			49%	36%	32%	50%
Ss above range			4	5	6	3
<u>Hours Spent in Fraternity Business</u>						
Mean				2.6	3.1	3.7
Median Interval*				2	2	2
Range**	(not collected)			0-8	0-8	0-6
% reporting none				9%	9%	23%
Ss above range				0	8	7
<u>Time Spent Spectating</u>						
Mean	4.2	4.5	4.4	3.1	4.2	5.5
Median Interval*	3	3	3	3	3	4
Range**	0-15	0-12	0-19	0-10	0-15	0-22
% reporting none	28%	44%	36%	19%	18%	8%
Ss above range	0	4	0	2	1	1

* The hour interval in which the median falls

** See text page 26

in the sophomore year, at least as far as the upper portion of the distribution is concerned, but the median is quite stable and a few still report none. Dating gives the same picture. Of course, a few of you made your career right here with reports of thirty to forty hours in these categories.

By senior year more of you were spending time on matters of personal or solitary interest. The number reporting no such time drops sharply over the three years. Sports shows more men withdrawing on the one hand while those who continue report more time, at least for those beyond the range (thirty to forty hours). Perhaps those dropping out are responsible for the steady increase in spectating time though this table hardly involves enough time to warrant the charge that students are passive observers demanding more and more circuses to occupy their time. Finally, the fraternity business time indicates a certain amount of senior withdrawal after a junior year that meant as high as sixteen hours a week for a handful of men (presidents, treasurers, or rushing chairmen?)

To summarize, these figures give a picture of students moving at a fast pace in freshman year though some were working no harder than they would later in college while others would never study that much again. In sophomore year they begin to depart from each other, trying on various areas of concentration, and then in junior year settlement is made for a pattern which carries over to senior year except that some men are obviously beginning to disengage themselves and spend their time "elsewhere."

Extracurricular Activities

Every man in the Class of '59 had an impressive record of activities in secondary school. Although such activities are traditionally taken as a sign of developmental health, it is interesting that no studies have been done of the implications of such records for college life. We cannot do the study with our data but we do have a four-year record of both time and scope of such activity. Beginning in the sophomore year, when the full range of opportunities opens up, we see that the time involvement for most of you was not great. The medians are low and stable for all years, the per cents reporting no time is about a third of you for the two middle years, increasing to half in senior year. A few of you report more than twenty hours, presumably editors, radio engineers, and varsity sports managers. But for the rest of you activities in college were a sometime thing.

A second look at the picture provides us with more detail. We compiled an exhaustive list of the recognized activities at Amherst College. Table 6 lists the sixty-nine we found (Fraternities and Sports are not included). Simplification was achieved by dividing them into the three basic categories of Interest, Talent, and Service. Figure 1 compares each of these categories across the four years. Though many Service and Interest activities are off limits to freshmen, the per cent participating is almost as much as in the later years. Conversely, Talent and Sports (here added as varsity teams only) actually decline during the successive years with Sports showing the greatest drop after sophomore year.

It is interesting that organizations emphasizing the exercise and development of Talent should attract far more students than the Interest

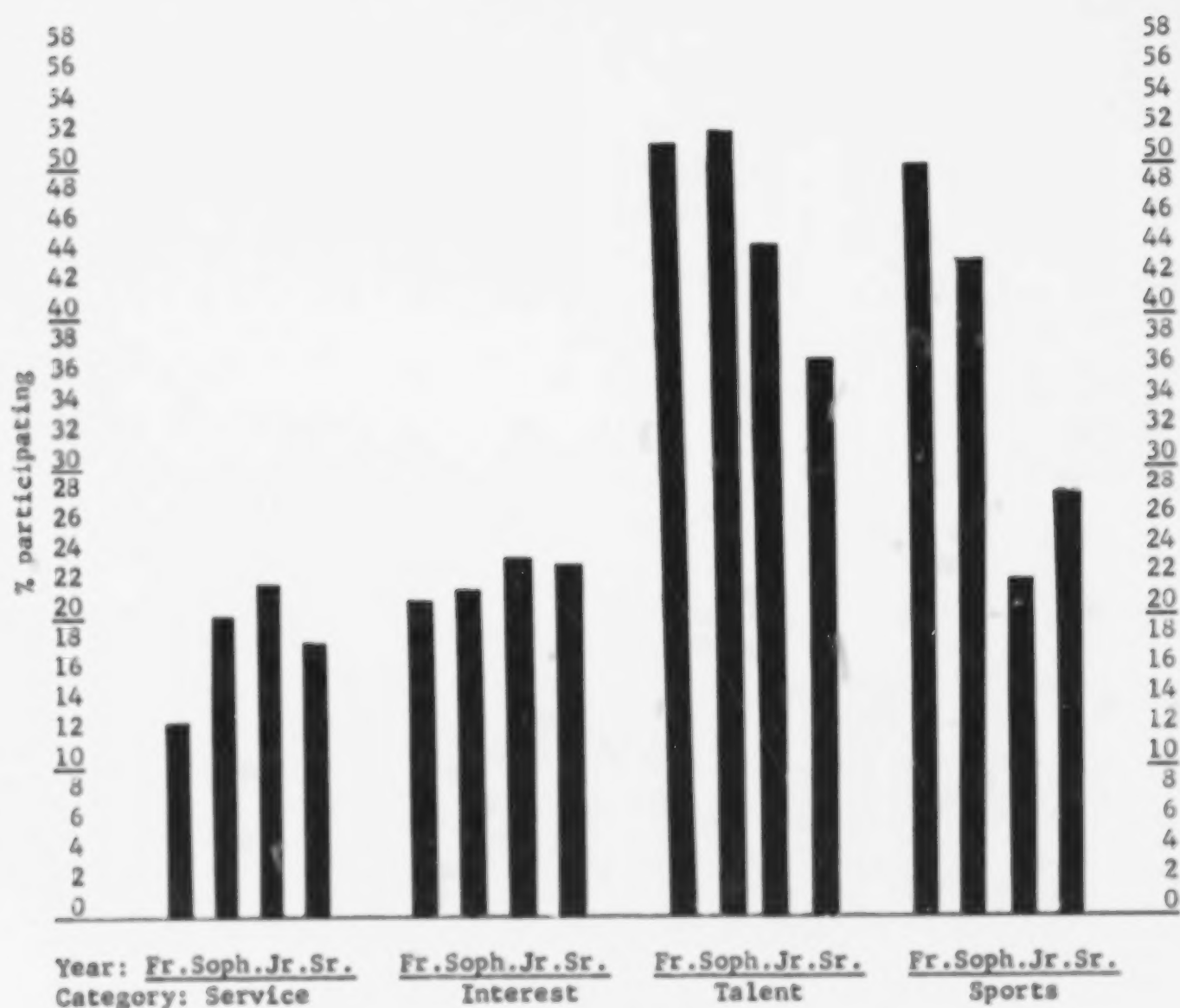
Table 6

Table of Extracurricular Organizations at Amherst College

Interest Groups	Talent Groups	Service Groups
1. Amateur Radio Club	1. Amherst-Radcliffe Choir	1. AFROTC
2. Amherst Contemporary Music C.	2. Amherst Review	2. Amherst Education Conference
3. Century Chess Team	3. Band	3. Blood Drive
4. Christian Association	4. Chapel Choir	4. Career Conference
5. Cinema Guild	5. College 16	5. Cheer Leader
6. Clerical Club	6. Collegium Musicum	6. Chest Drive
7. Drama Reading Club	7. Debate Club	7. Class Officer
8. Embassy	8. Delta Sigma Rho	8. College Hall Concert
9. Fencing Club	9. Double Quartet	9. Committee of 14
10. Flying Club	10. Glee Club	10. Dorm Management Committee
11. Geology Club	11. Literary Magazine	11. Foreign Student Advisor
12. International Relations Club	12. Masquers	12. Freshman Dorm Advisor
13. Newman Club	13. News Bureau	13. Freshman Sub-Council
14. Outing Club	14. Olio	14. Gym Instructor
15. Philosophy Club	15. Orchestra	15. Heart Drive
16. Photo Association	16. Plays	16. Manager
17. Pre-Law Committee	17. "Sabrina"	17. Managerial Association
18. Pre-Med Committee	18. Senior Show	18. Mardi Gras
19. Rotherwas Society	19. Smith Symphony Orchestra	19. Prom Committee
20. Sailing Club	20. "Student"	20. Rabbit Hollow
	21. WAMF Radio Station	21. Scarab
	22. Woodwind Quintet	22. Sphinx
	23. Zumbies	23. Student Committee to the Faculty
		24. Student Council
		25. Tutorial Committee
		26. Veterans Hospital

Figure 1

Percent Participating in One or More Activities Per Category
Throughout Four Years of College



% Reporting no Participation				
Year	Service	Interest	Talent	Sports
Freshman	88.0	80.6	50.8	41.5
Sophomore	81.8	79.8	50.8	58.1
Junior	79.1	78.3	57.8	60.2
Senior	83.3	78.3	65.1	73.6

groups. Perhaps the latter are too close in content and form to the curriculum. And perhaps the Talent groups offer a form of public recognition that neither Interest nor Service groups can match. In this light the Service groups might be said to reflect a single talent, that of working with and for others. The drop in Sports undoubtedly reflects the greater competition at the college level, press of duties in other extracurricular affairs, and a growing involvement by some students in their major field.

Another set of figures appears in Table 7 showing the total number of activities reported by each of you for the four years.

Table 7

Number of Organizations for which some Participation
was Reported during the Four-Year Period, N is 256

	<u>Service Interest, Talent, Sports, and Fraternity</u>	<u>Sans Sports</u>	<u>Sans Sports and Fraternity</u>
Mean	8	7	5
Median	8	5	4
Range	0-24	0-19	0-17
% reporting none	3%	7%	16%

Beginning with five categories, (Fraternity means elective or appointed office) we move to the left deleting first Sports and then Fraternities from the total. A few of you never participated at all. A few of you were involved in several things each year but if we look at the Service, Talent, and Interest groups alone we see that the overall level for four years was not great, with a median of four organizations in four years. This is consistent with the median time of four hours a week and we are left with

the fact that most of you did a little something as a rule.

If we are willing to look on the Class of '59 as similar to other classes, we can get an estimate of the participation of the college body (approximately 1,000 students) during a single year. Thus we find that Talent groups attract 45% of the students, with a slight preponderance of the first two classes; Sports involves 35% of the students, again mostly the lower two classes; Interest groups draw 21%, and Service groups have about 17% with the freshmen under-represented.¹⁾

Once again we have the pattern of activists and the non-participants. For those involved this does seem to be a second curriculum though not more than a single three-credit hour course.

Satisfaction

"Looking back, I consider my experience at Amherst altogether a happy one."

(Senior member, Class of '59)

"I think this study might dispel the great Amherst Myth that we're all happy, intelligent gentlemen."

(Senior member, Class of '59)

Enrolling at Amherst was for many of you an experience somewhat like a marriage contracted after a very brief encounter. For some the marriage just didn't "come off," for others there was a period of disillusionment followed by later adjustment, and for a very substantial number it turned

1) The per cents add up to more than 100% because participation in more than one activity is common.

out remarkably well, considering. A recurrent set of questions attempted to get at various attitudes about one's self in the Amherst environment. Some interesting statistics emerge from questions about the "kind of time" you had at Amherst each year, ratings of success and difficulty in getting what you wanted, and the possibility of leaving Amherst to go elsewhere. Your report on these items suggests that senior year was your "best" year though the questions in Table 8 indicate that there was little change from freshman to senior year with over 80% of the class each year reporting a "very good" or a "fairly good" time. Correspondingly, there was no significant change in the number reporting feelings of being "out of place" each year at Amherst.

These feelings of satisfaction and dissatisfaction are closely correlated with ease of attainment of one's goals. Freshman year is viewed in retrospect as considerably more difficult from the standpoint of achieving academic and non-academic goals, and consequently providing less satisfaction with one's general level of accomplishment. Seniors report their final year as both less demanding and providing greater satisfaction with outcomes. Two things seem to account for this. In freshman year many men have been unable to settle for marks lower than they received in high school. By senior year there is evidence of lowering of the level of aspiration to conform more closely to actual productivity. In addition to this the average grade in senior year is several points higher than the average grade in the freshman year. We would speculate concerning this increased satisfaction if there were not a "built-in" improvement in the grades in successive years.

Another way in which satisfaction is reflected is in the attitudes about your choice of Amherst for college. In each year seven out of ten re-

Table 8

"All in all, what kind of time have you had at Amherst this year?"

Class Number	302	287	264	258
Number Responding	235	238	220	215
	Freshm.	Soph.	Junior	Senior
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Very good	47.7	37.0	40.0	38.6
Fairly good	35.7	43.4	43.6	45.6
Just so-so	12.3	14.7	11.4	12.1
Fairly poor	4.2	2.9	3.2	3.2
Very poor	0	2.1	1.8	0.5

"Have you ever felt 'out of place' at Amherst this year?"

No, never	31.8	22.6	35.9	40.5
Yes, but only occasionally	56.4	64.8	53.2	45.1
Yes, frequently	10.6	10.5	9.1	11.1
Yes, most of the time	1.3	2.1	1.8	3.3

ported basic satisfaction with their choice. In the same vein we asked "Have you ever considered leaving Amherst for some other college or university?" Some not only considered it -- some did!¹⁾ The specter of "divorce" reached a peak in the sophomore year when 14% of you reported that you seriously considered leaving Amherst at some time during that year. Though our statistics would be somewhat biased by the fact that some actually did leave and were not counted in subsequent years, those who remained reported less and less that the grass is greener elsewhere. In senior year, an eleventh hour for such choices, only three men reported seriously considering leaving Amherst.

Because of the introduction of the so-called "underachiever"²⁾ program at Amherst during your senior year we inserted an item in the questionnaire to ascertain how many of you had entertained the possibility of a "self-inflicted furlough". Interestingly enough forty-one men, or 19%, answered affirmatively to the question "Have you considered the possibility this year of interrupting your college program to drop out for a while to return later?"

Our attempts to determine what the "competition" was like led us to the discovery that there were, at least for some, some serious second

1) See page 50 for a discussion of this group.

2) "This Fall one of Amherst's Trustees, Philip Coombs of the Ford Foundation, suggested it was time for Amherst to do something about this problem. (Gentleman C or B-). The matter was thoroughly discussed by the academic officials of the college and it was proposed that under-achievers should be given a mandatory year's leave of absence from the college. It was hoped that such students would not return to Amherst until they were prepared and ready to take full advantage of the intellectual opportunities offered by the college."

(From Report of the Underachiever Program
in Amherst College, November 1958)

thoughts about a coeducational setting. These doubts grew successively until senior year when more than a quarter of the class reported their belief that they would have enjoyed their senior year more in a coeducational college.

A college selects its students from among those who apply to it for admission. We were interested in where you would have gone had you been unable for some reason to attend Amherst. In each of the four years this question was asked. Throughout the four years the percentages choosing various "types" of colleges remained remarkably consistent. Approximately 25% of students would have liked to attend a small group of colleges similar in size to Amherst including Wesleyan, Williams, Haverford, Hamilton, Swarthmore, Bowdoin, Oberlin, Middlebury, Brandeis, and Carleton. Harvard, Yale, and Princeton would have been the choice of about 30% of the class, while the remainder indicated a variety of educational settings from very small to very large throughout the country.

Fraternities

"In a community dedicated to the good life, the fraternity was a foreign element. It voiced the protest of contemporary America against the austerity of the evangelical tradition. In doing this, it fulfilled a real purpose, and so it thrived. In the midst of mysticism and idealism, it remained, at heart, a citadel of realism."

(Thomas Le Duc, Piety and Intellect at Amherst College, 1865, p. 127)

"All rushing at Amherst College has recently been on a specified democratic basis. All students achieving a certain level of scholarship are assured of a bid, and selection is supposed to be based primarily on the student's personal worth and interests."

(Vance Packard, The Status Seekers, pp.243-244)

".....fraternities are nothing more than a place to live, hopefully with friends."

(Member, Class of '59)

".... the existence of a small, well integrated community which will... provide an atmosphere conducive to 4 years of maturation and growth."

(Member, Class of '59)

With the possible exception of compulsory chapel, the Amherst fraternity system with its rushing procedures has been the most "controversial" issue of the past decade. The few questions we asked each year concerning attitudes toward fraternity life and procedures were prompted by the prevailing folklore concerning the system. Such assertions as "it doesn't make much difference which fraternity one joins", "the average fraternity man is somewhat disillusioned by his senior year", and "fraternities are anti-intellectual" suggest areas of interest. We decided to limit our questions to opinions concerning the influence of fraternity life on scholastic achievement and social skills, and to sample attitudes about rushing and degree of satisfaction with membership in the fraternity.

In the freshman year roughly one-fourth of you said you were influenced in your choice of Amherst by the fact that it had a fraternity system. After most of you had become pledges, but before participating to any degree in fraternity life, you were asked "How do you expect your fraternity life to influence your scholastic record?" Table 9 reveals that one in five expected it to be a good influence, though almost two-thirds felt it would be "neutral". In the last three years there was an increase in the number who felt that fraternity life had "probably a negative influence."

This paradoxical finding reflects a precipitous decline in the number who were "on the fence" in answering that the influence would be neutral.

Table 9

"How do you expect your fraternity life to influence your scholastic record?"

Class Number-Freshman Year	302	
Number Responding	233	
	<u>N</u>	<u>%</u>
An influence to the good	51	21.9
A neutral influence	152	65.2
Probably a negative influence	30	12.9

"How would you characterize the influence of your fraternity life on your scholastic record?"

Class Number	287		264		258	
Number Responding	234		212		204	
Year	Soph.		Junior		Senior	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
A good influence	21	9.0	23	10.8	31	15.2
Probably a good infl.	34	14.5	41	19.4	35	17.2
Neutral influence	157	67.1	101	47.6	91	44.6
Probably negative	16	6.8	39	18.4	39	19.1
Negative	6	2.6	8	3.8	8	3.8

In the afterglow of rushing during freshman year your most enthusiastic response to your coming association with your fraternity was in relation to its influence on the development of social skills. Two-thirds affirmed that it would "probably teach me a great deal", while the remainder said that it "won't affect me one way or the other". At the same time we asked you to describe your feelings about rushing. Table 10 summarizes the responses to this question with the interesting comparison of responses to a

similar question after rushing in the sophomore year when "the shoe was on the other foot." Though the items are not strictly comparable (no "mixed" category appeared on the sophomore questionnaire), it can be noted that both years produced a large number who viewed the rushing experience and procedures as unsatisfactory.

Table 10

"How would you describe your feelings about rushing?"

Class Number - Freshman	302	
Number Responding	233	
	<u>N</u>	<u>%</u>
Positive	36	15.5
Neutral	36	15.5
Negative	86	36.9
Mixed	75	32.1

"Now that you have been on the inside of rushing, how would you describe your feelings about it?"

Class Number - Sophomore	287	
Number Responding	232	
	<u>N</u>	<u>%</u>
Very satisfied	14	6.1
Satisfied	122	52.6
Dissatisfied	96	41.3

Table 11 below charts the year-by-year responses to the question: "After..... years membership in a social organization, describe your feelings toward the group you joined." A small but growing minority express dissatisfaction in successive years; also there is a marked drop after two years in the "very satisfied" category.

Table 11

"After a year's (2, 3) membership in a social organization, describe your feelings toward the group you joined":

Class Number	287		264		258	
Number Responding	231		215		205	
Year	Soph.		Junior		Senior	
	N	%	N	%	N	%
Very satisfied	112	48.5	77	35.8	70	34.2
Moderately satisfied	57	24.7	68	31.7	55	26.8
Satisfied	44	19.0	46	21.4	49	23.9
Dissatisfied	16	6.9	16	7.4	25	12.2
Strongly dissatisfied	2	0.9	8	3.7	6	2.9

Even more striking, however, is the response in successive years to the question "Have you ever considered disaffiliating from your fraternity?" Seventy-six, ninety-two, and fifty-one men, respectively in the last three years, reported affirmatively. Obviously, considerations other than satisfaction with the group were involved since many more men considered disaffiliating than reflected dissatisfaction with the group. This figure is all the more striking when we consider that by senior year 14 men had formally withdrawn from membership in the fraternities. An additional 14 men reported that they had informally severed connections with fraternities. When these 28 were asked to indicate their feelings toward their non-fraternity status, 23 reported satisfaction, 3 were neutral, and 2 were dissatisfied with their status.

From these responses to specific questions about fraternity life and from "open-ended" questions on the questionnaires concerning adjustment to social life at Amherst we can derive certain patterns of response to the fraternity system. Your attitudes expressed in fraternity practices as well

as in these questionnaires chart the decline in emphasis on the mystique and aura of "brotherhood" which was the focus of song and ritual in earlier days. Though most of you affirmed the system by joining it, you had few illusions. For two-thirds the experience was viewed as rewarding and for others it provided, at best, a social headquarters more satisfactory than the more austere and limiting dormitory rooms. Finally, you confirmed to a degree the notion that a large number of men are never more than lukewarm to fraternity life and practices and that increasing disengagement (or tendencies toward it) rather than involvement are characteristic of the upper class years.

Parting Shots

"40. Give a cryptic comment (one word, phrase, sentence) for the following:

Selected Responses from Questionnaire No. 4, April 1959

a. Honors Program:	stimulating - misnamed - a grind - overglorified
b. Required Chapel:	has merits - outdated - idiotic - outrageous
c. 100% Rushing:	healthy - fog - hell personified
d. New Curriculum:	good plan - getting older - hogwash
e. Sphinx and Scarab:	worthwhile - amusing - vacuous - throwbacks
f. Student Council:	quite good - harmless - Babbits
g. Student Publications:	doing fine - rather spotty - yellow press
h. Dean's List:	good incentive - too big - farce
i. Coll. Discipl. Policies:	enlightened - necessary - prep schoolish Daddy!!!"

As an afterthought for the final questionnaire in the senior year it was decided to sample opinions concerning nine issues which at one time or another have been controversial or frequently debated topics. The lead sentence invited you to "give a cryptic comment" on the various aspects at Amherst College.

Table 12 summarizes the codification of cryptic comments concerning those issues. However, any such codification conceals the wide range of expressions elicited. We might call these "cathartic" items for they provoked a plethora of expletives ranging from Anglo-Saxon unprintables to esoteric adjectives.

The topics for comment are arranged in order of their general acceptability to students. It is noteworthy that none of the listed institutions at Amherst merits unqualified approval of the whole class. Indeed, only the Honors Program, Student Publications, the New Curriculum, and the Dean's List gained majority acceptance. Required Chapel gained the support of less than one in five of the respondents. Sphinx and Scarab ran a close second on the rejection score, while 100% Rushing and Student Council drew considerably more fire than support.

It is abundantly clear from these responses that student images of some of the prevailing policies, institutions, and practices at Amherst differ quite markedly from the catalogue and handbook descriptions.

Table 12

Summary of Coded Responses to the Question
"Give a Cryptic Comment for the Following"
N is 238

Number Responding Category	209 Honors			208 Student Public.			212 New Curriculum		
	N	%		N	%		N	%	
1. Acceptance without qualification	92	44.0)		76	36.5)		66	31.3)	
2. Acceptance with qualification	71	34.0)	78.0	64	30.8)	67.3	64	30.3)	61.6
3. Neutral	5	2.4		11	5.3		18	8.1	
4. Rejection with qualification	23	12.0)		26	12.5)		33	15.6)	
5. Rejection without qualification	13	6.2)	18.2	30	14.4)	26.9	27	12.8)	28.4
6. Non-evaluative comment	3	1.4		1	0.5		4	1.9	

Number Responding Category	206 Dean's List			209 Coll. Discipl. Pol.			213 100% Rushing		
	N	%		N	%		N	%	
1. Acceptance without qualification	75	36.4)		65	31.1)		43	20.2)	
2. Acceptance with qualification	48	23.4)	39.8	37	17.7)	48.8	48	22.5)	42.7
3. Neutral	11	5.4		11	5.2		6	3.0	
4. Rejection with qualification	23	11.1)		30	14.4)		34	16.0)	
5. Rejection without qualification	45	21.8)	32.9	65	31.1)	45.5	80	37.5)	53.5
6. Non-evaluative comment	4	1.9		1	0.5		0	0	

Number Responding Category	209 Student Council			209 Sphinx & Scarab			213 Required Chapel		
	N	%		N	%		N	%	
1. Acceptance without qualification	27	12.9)		23	11.0)		24	11.3)	
2. Acceptance with qualification	39	18.7)	31.6	23	11.0)	22.0	22	10.3)	21.6
3. Neutral	26	12.4		20	9.6		6	2.8	
4. Rejection with qualification	31	14.8)		27	12.9)		26	12.2)	
5. Rejection without qualification	76	36.4)	51.2	114	54.5)	67.4	135	63.4)	75.6
6. Non-evaluative comment	10	4.8		2	1.0		0	0	

The Academic Life

"Dean Wilson remarked, in September 1955: 'This is the smartest class ever to enter Amherst.' Smart enough, that is, to be one up; smart enough to refine underachievement to the point where the 'gentleman's C' has become the 'gentleman's B'. You made of underachieving a subject for poetry....."

(Class History, 1959, Warren Olney '59)

Of course, no summary statistics can give the true picture of the many long hours and the astounding variety of activities involved in pursuing a college education. One recalls how the print began to blur after 3 a.m. as one struggled with the last pages of the reading assignment, those excellent questions you didn't quite dare to ask in the classroom, the frenetic logistics of getting the final draft to the typist, that lab experiment that didn't work out, the look of the canvas covering the gym floor as you cudgeled your temporarily blank mind during finals, that memorable lecture by Professor X, that sudden insight into a problem whose solution had eluded you for hours, the welcome cry of the "sandwich man" to break the evening studying, that glow of satisfaction as you re-read that paragraph in which you found yourself able to say just what you meant in a term paper, the line to get reserve books and the squeak of the chairs in the reading room. All of these and more were there during the four years as each member of the Class of 1959 labored through some forty courses and listened to over thirty instructors, each in his own way trying to open new doors. Sixteen times there arrived thin slips of paper carrying reports of grades that produced elation or despair, anger or surprise.

The accompanying Table 13 summarizes the comings and goings of the Class of '59; 84% of the original 307 graduated on time. Seven men with-

Table 13

Comings and Goings of the Class

Size of Class on Entrance: 307

	<u>Left, did not return</u>	<u>Left Temporarily but graduated on time</u>	<u>Left, Return- ed with later Class</u>	<u>Total</u>
Died	2	-	-	2
Graduated in 1958	1	-	-	1
Voluntary withdrawal for transfer or personal reasons	16	5	2	23
Voluntary withdrawal: scholastic reasons	4	-	-	4
Academic Dismissal	15	2	6	23
Disciplinary Dismissal	<u>3</u>	<u>-</u>	<u>1</u>	<u>4</u>
TOTAL	41	7	9	57
Left during Freshman year	13	-	6	19
Left during Sophomore year	12	7	2	21
Left during Junior year	9	-	1	10
Left during Senior year	<u>4</u>	<u>-</u>	<u>-</u>	<u>4</u>
TOTAL	38*	7	9	54*

* does not include deaths or early graduation

drew for brief periods but were able to make up the work and graduate on time, while nine men withdrew to return and graduate with a later class.

What about those of you who either failed to maintain the necessary grade level to remain at Amherst or for various reasons left during the four years? In the spring of 1959 we sent out a questionnaire to all those (38 in number) who left not to return. We asked a number of questions to find out what they were doing, what their future plans were, how they felt about various aspects of Amherst life, and how they now felt about not completing their academic career at Amherst. Eighteen men (47%) responded to this questionnaire.

We are reluctant to draw any major conclusions from the report of only half of the total number but some interesting findings, tentative though they may be, do emerge. At the time of the questionnaire twelve of the eighteen were in college (or graduate school!), and sixteen of the eighteen indicated plans to complete their undergraduate program eventually. Two men planned to return to Amherst (one graduated in the Class of 1960), and fourteen other colleges (no Ivy-league among them!) were cited as choices for completing undergraduate work. All sixteen of those planning to complete undergraduate training also planned to go to graduate school.

All the respondents (who remained at Amherst long enough to participate in rushing) were members of fraternities, and eleven reported themselves generally favorable to the fraternity system at Amherst. Asked: "Looking back, would you prefer to have remained at Amherst?", nine reported being glad they left, five reported "prefer, but not strongly", and four indicated a strong preference to have remained at Amherst. It is note-

worthy that of the eight men who voluntarily chose to leave Amherst not one later reported serious regret at having left. On the other hand, three of the five men who were dropped for academic reasons indicated that they would strongly prefer to have remained at Amherst. Asked to indicate "the most disagreeable aspects of Amherst" and "the strongest attributes of Amherst", they criticized the academic requirements, the general social environment, the quality of teaching and a number of specific elements, such as noise, food, and dormitory living. Over half of them rated the facilities, excellence of the faculty, and academic standing of the college superior to their subsequent college experience. The propinquity of the girls' colleges, the physical plant of the college, the extracurricular activities, and the excellent athletic program also merited the plaudits of the respondents. A final item asked for general comments and some chose to make fairly lengthy critiques of their Amherst experience in the light of later happenings. Though these comments were, in general, favorable to Amherst there were some who felt that other academic settings offered something unattainable at Amherst.

* * *

Until the rules were changed in your junior year, the Dean's List was attained by relatively few men, but a number did acquire probationary status. As Table 14 indicates, there was a decrease in the number on probation and an increase in those with academic honors as the years passed.

Table 14

Scholastic Probation and Dean's List, 1955-1959

Dean's List				Scholastic Probation			
Semester		Number	%	Semester		Number	%
1955-56				1955-56	1st	49	16.0
	2nd	7	2.3		2nd	51	17.0
1956-57	1st	23	8.0	1956-57	1st	49	17.2
	2nd	20	7.0		2nd	32	11.3
1957-58	1st	45	16.4	1957-58	1st	21	7.6
	2nd	69	25.5		2nd	8	2.9
1958-59	1st	81	29.8	1958-59	1st	14	5.1
	2nd	96	35.5		2nd	5	1.8

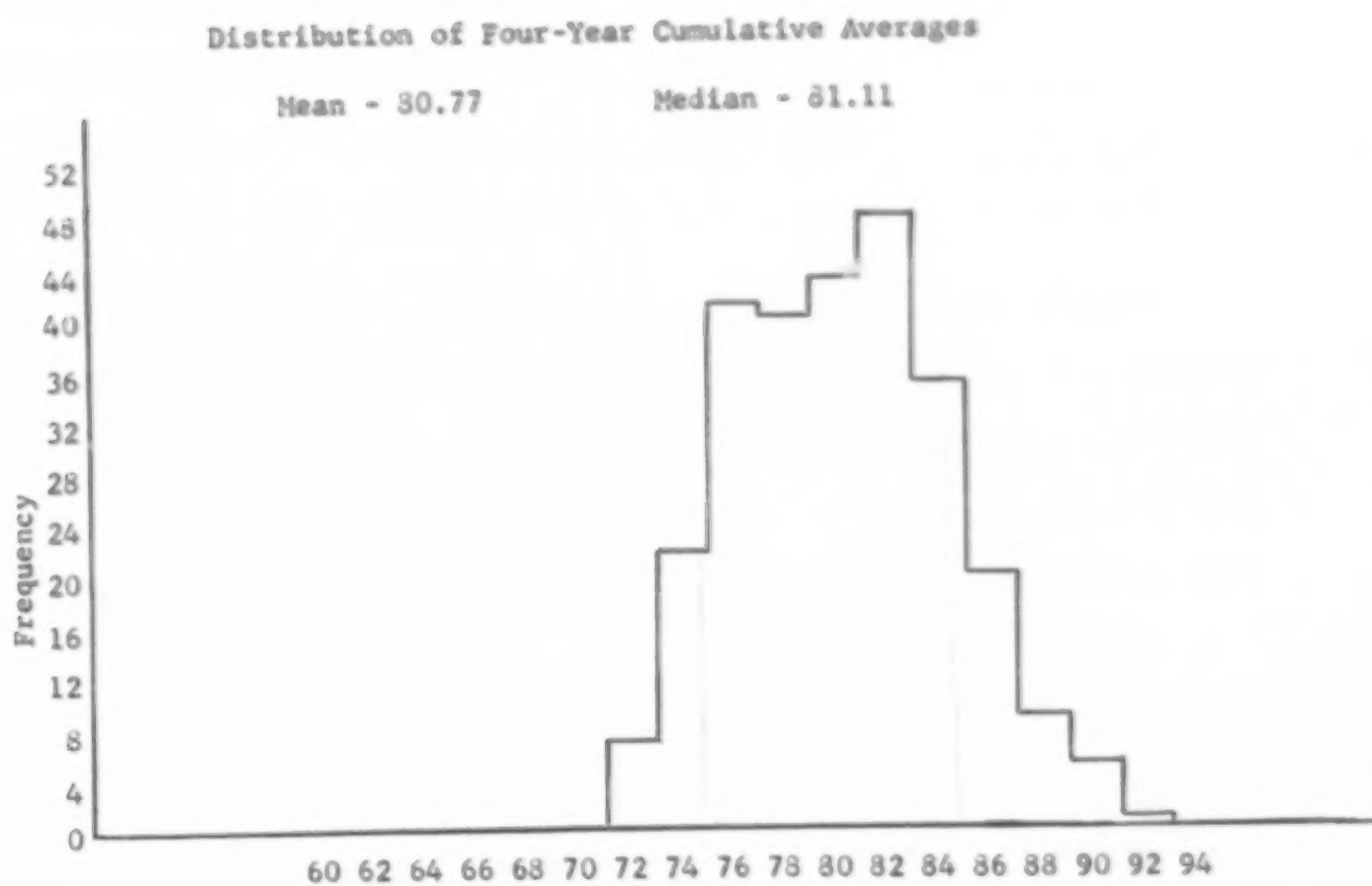
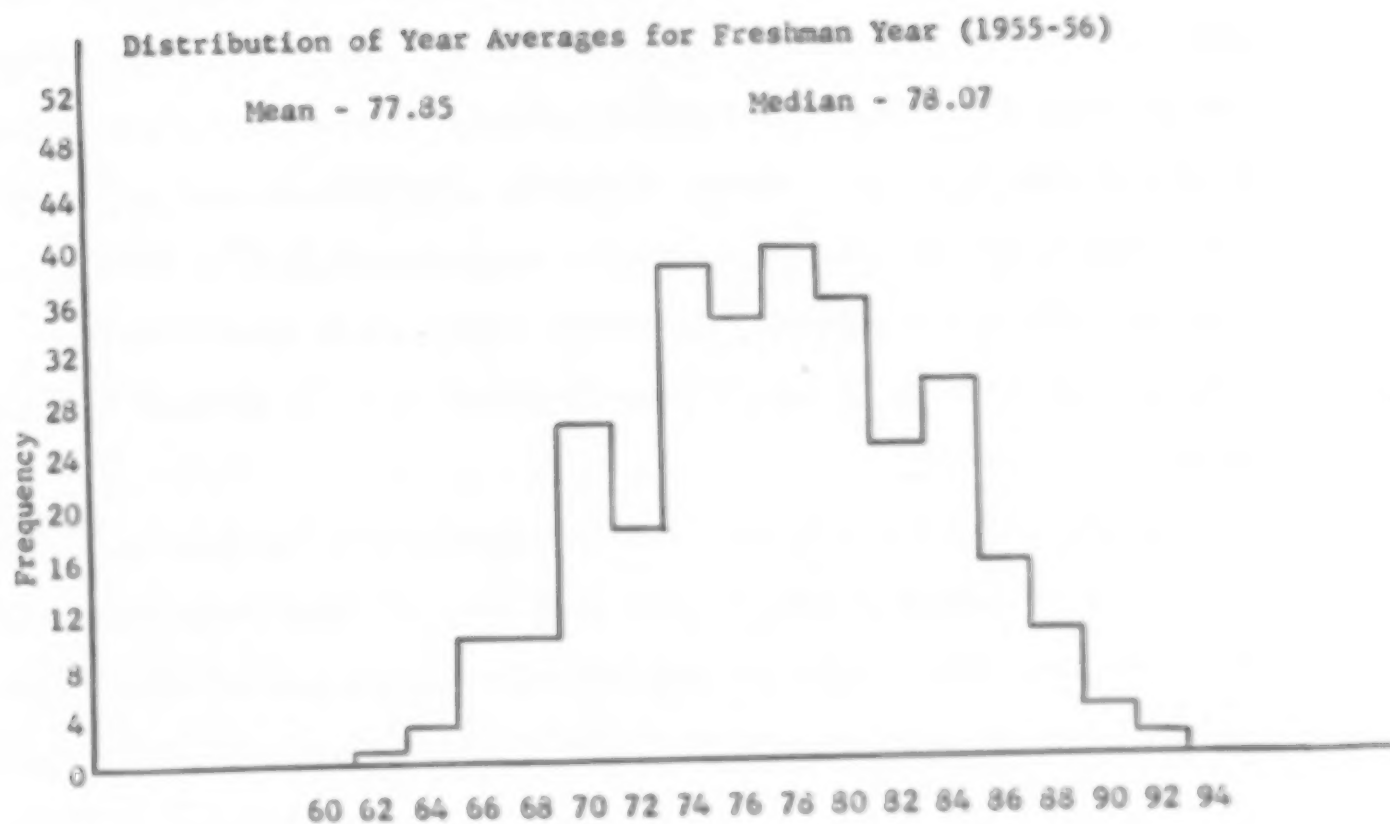
Although you were given only letter grades during the first part of your college career, eventually the numerical ones were made available. In freshman year, as the graphs in Figure 2 will show, there was a wide range of performance. But the grades continued to improve until, finally, what with greater freedom of selection of courses, the falling by the wayside of those with low grades, and the heightened interest in the major field and honors, the class attained a four-year final average of 80.77. The senior year average of 82.89 was the highest since the war, and the cumulative four-year average was one of the highest.

Class of 1959 - Average Grades

	Year		Cumulative		College
	Mean	Median	Mean	Median	Average
1955-56	77.85	78.07	77.85	78.07	80.04
1956-57	79.51	79.46	78.98	78.63	79.84
1957-58	81.65	82.20	79.99	79.99	80.27
1958-59	82.89	83.18	80.77	81.11	80.78

In terms of grades, the class became more homogeneous as time went on with a great majority of you having final cumulative averages between 76

Figure 2



and 84. Of course, grades are rather artificial symbols, and most of you were not completely satisfied with your records. When in May of your senior year we asked you whether your college academic records were overestimates or underestimates of your ability, three per cent thought your grades an overestimate, 37% agreed that they were a correct estimate, and 60% of you felt that your academic records at Amherst underestimated your ability. (Whether the introduction of the "underachiever" program affected this attitude is not clear).

On any campus there is continual discussion about how much students are working for grades alone. We have wondered about this, too, and asked you in freshman year: "How much time and energy would you say the following devoted to the pursuit of high grades?" Here is what we found (70 Ss not replying):

	<u>Yourself</u>		<u>Most of your friends</u>		<u>Most Amherst College Stud.</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
A great deal	56	23.7	25	10.6	27	11.5
Quite a bit	123	52.1	162	68.9	163	69.4
Some but not much	45	19.1	46	19.6	43	18.2
Very little	12	5.1	2	0.9	2	0.9

Clearly there is an overwhelming feeling that students at Amherst College work for high grades although the percentage endorsing "a great deal" is not as high as some observers would have us believe. It is notable that you were more willing to say that you worked a great deal for high grades yourself in contrast to your classmates.

When in junior year the class selected major fields, you fell into patterns of interest similar to those shown by most Amherst classes in recent years. Selection of major fields is summarized for the past twelve years in Table 15 and the only major discrepancy with prior classes was

Table 15

Summary of 12-Year Period - From Class of 1950 Through Class of 1961

Department	Majors (by Percent of Class)											Tentative
	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961
American Studies	.3	6.5	6.3	7.6	8.7	8.0	9.0	7.4	12.0	14.7	11.3	10.3
Astronomy	.0	.8	.4	.4	.4	.3	.0	.0	.0	.0	.4	1.3
Biology	4.5	5.7	7.1	7.2	13.6	9.3	9.0	11.7	13.2	15.3	14.2	10.7
Bio-Chem.	1.8	2.3	1.2	3.1	3.3	2.4	1.6	2.3	1.2	1.8	.4	1.3
Chemistry	4.5	4.6	5.1	3.1	3.7	2.8	5.3	4.3	5.8	5.5	2.5	5.6
Classics	.3	.4	.4	.0	.0	.3	.4	.8	.0	.0	1.2	.4
Dramatic Arts	.3	1.5	1.2	.9	1.2	2.4	1.2	1.2	.8	.4	.8	.4
Economics	18.5	15.6	12.2	10.4	13.6	15.6	14.7	14.4	15.7	6.6	12.5	12.0
English	8.8	0.5	13.0	9.4	10.7	11.4	13.9	17.1	13.2	15.0	13.3	18.8
Fine Arts	1.5	1.1	.0	3.1	1.2	2.1	2.4	1.6	1.7	1.5	1.3	.4
French	.8	1.1	.8	.0	.4	.3	.4	.8	1.2	1.8	1.7	2.6
Geology	.8	2.7	2.4	.9	2.5	2.1	1.2	1.6	1.2	2.6	1.7	1.7
German	.8	.8	1.2	1.8	.4	.0	.4	.0	.4	.7	.0	.0
Greek	.3	.0	.0	.4	.0	.3	.0	.0	.0	.0	.0	.0
History	31.3	16.0	19.7	21.2	18.6	17.0	14.3	10.9	8.7	11.4	10.4	11.1
Latin	.3	.4	.0	.0	.0	.0	.4	.8	.4	.0	.0	.0
Mathematics	7.0	6.5	5.9	4.0	3.3	1.0	2.0	2.7	1.2	3.7	2.9	8.1
Music	.0	.0	.4	.4	.0	.3	2.0	.4	.8	.4	1.7	.4
Philosophy	2.3	1.9	2.4	3.6	.4	2.1	.4	1.6	.8	2.6	2.1	.9
Physics	3.5	3.0	4.3	4.9	.8	2.1	2.0	2.7	3.7	5.9	5.4	6.8
Pol. Science	5.8	14.4	6.3	9.0	7.0	11.8	10.2	8.6	4.5	5.5	5.8	1.3
Psychology	3.0	1.1	5.1	6.3	4.5	3.8	4.5	3.5	9.1	2.6	5.8	3.9
Religion	.3	1.5	.0	.4	.0	1.0	1.6	.4	.4	.7	1.3	.0
Spanish	.5	.0	.0	.0	.4	.7	.0	.8	.0	.0	.4	.0
*Miscellaneous	3.3	2.7	4.7	1.8	5.0	2.8	2.9	4.7	3.7	1.5	2.9	2.1
Total in Class	399	263	254	223	242	289	245	257	242	273**	240	236

includes: no major, combined major, M.I.T.

** includes all '59 graduates

the relatively smaller number of '59ers in Economics. American Studies, Biology, and Physics show for 1959 the highest proportions of majors in these departments since 1950. Though between one-quarter and one-third of your courses were in your major fields, the remainder were distributed across all three divisions.

What were your reasons for selecting particular courses? Although we, of course, do not have complete information, there are some interesting suggestions from a question that we asked you in senior year. The per cents in Table 16 give those who stated that a particular reason "often" or "very often" determined their selection of courses. For presentation here the reasons have been grouped arbitrarily into four categories:

- a. "Intrinsic" - Any reason reflecting an interest in the subject matter itself.
- b. "Instrumental" - The course is selected primarily to meet some specific requirement.
- c. "Auxiliary" - Reasons reflecting mechanical considerations or incidental contingencies.
- d. "Evasive" - Reasons reflecting sheer convenience and necessity.

The four most frequently given reasons were interest, importance for general education, liking for instructor, and relevance to future career. These were the only reasons endorsed by over half of you as "often" influencing your course choice. Preparation for graduate school and wanting to do rather than to get honors were also high. Of course, all of these are highly acceptable. Notice how many of you also endorsed the "Evasive" reasons regarding some courses.

How you felt subsequently about your courses, both required and elected, is of some interest, too. In junior year you reported that you found 22%

Table 16

Factors Influencing Course Selection

Class Size	258
Number Responding	211
	Cited "very often" or "often" by:
	%
<u>"Intrinsic" Reasons</u>	
Really interested in it	95.3
Thought it important for my general education	88.7
Wanted <u>to do</u> independent or honors work	44.6
<u>"Instrumental" Reasons</u>	
Pertains to future plans (e.g., career)	66.2
Needed it for graduate school	48.4
Wanted <u>to get</u> honors	29.6
<u>"Auxiliary" Reasons</u>	
Liked instructor	74.2
Liked small size of class	38.0
Because it was mostly discussion	23.9
Because it was a seminar	21.6
Someone (e.g., parent) advised me to take it	21.6
"Big Name" or "great Man" teaching the course	18.8
Several friends taking it	9.4
Because it was a lecture course	4.2
<u>Evasive" Reasons</u>	
Not too much work in it	21.6
Needed it to fill in credits	19.2
Because it met in a convenient hour	13.1

of your courses exciting, 44% moderately exciting, 22% dull, and 12% of little value. Although this generous report may not be confirmed by faculty observations of student behavior, nonetheless this is another indication that you were fairly satisfied with most of your course work.

Further information on this point can be found in other ways. For example, what strikes one about the responses to the question "Did you have enough.....?" in relation to academic areas is that a high proportion of you indicated that you had had "just the right amount" in both freshman and junior years. (This question was included only for these two questionnaires). Although a few say that there is too much work required in courses, this seems to be balanced by those who say there is not enough; and high proportions in both years show little disagreement with the work load. When asked about "liberal studies not related to an occupation" in freshman year, you centered upon "just the right amount", but by junior year some of you would have preferred more work in non-vocational areas. As freshmen you felt you had just about the right number of examinations and a good proportion of juniors said likewise. Nonetheless, there were 31% of the class by junior year who stated that there were too many examinations. In summary, the Class of '59 felt that it would have preferred more time and opportunity for intellectual activity and more opportunity for classroom discussion. Also, there is some indication that by the time junior year rolled around, about one-third of the class wished for more general education and fewer exams.

We explored the pervasive notion that freshman year is toughest and that each year thereafter gets easier and more satisfying. We asked a number of "open-ended" questions in the last three years intended to compare

Table 17

"Did you have enough..."

Class Size	302	264
Number Responding	230	194
Year	Freshman	Junior
	%	%
Opportunity for classroom discussion:		
Too much	1.3	1.6
Just the right amount	64.4	47.6
Not quite enough	29.2	37.2
Definitely not enough	5.1	13.6
Opportunity for intellectual activity:		
Too much	2.6	2.6
Just the right amount	55.9	40.8
Not quite enough	32.1	46.1
Definitely not enough	9.4	10.5
Time for intellectual activity:		
Too much	4.3	3.1
Just the right amount	43.6	45.1
Not quite enough	39.3	39.9
Definitely not enough	12.8	11.9
Work required of you in courses:		
Too much	21.6	16.1
Just the right amount	69.0	67.9
Not quite enough	8.6	14.0
Definitely not enough	.8	2.0
Liberal studies not related to occupation:		
Too much	10.3	10.4
Just the right amount	71.2	53.0
Not quite enough	11.6	19.7
Definitely not enough	6.9	11.9
Examinations on course work:		
Too much	8.6	30.8
Just the right amount	76.8	61.5
Not quite enough	12.9	7.2
Definitely not enough	1.7	.5

each year with the preceding in "academic", "social", and "other" respects. On the academic front the idea that things get easier is corroborated. Combining the successive yearly reports we get a picture somewhat as follows:

Freshman year is seen as far more demanding academically (some even complain later that the standards are not maintained in the upperclass years) with about half the respondents citing the work load and curriculum requirements as causing the "most difficulty". During the next three years each year is reported as "easier" to adjust to and more satisfying by 60% of the respondents. Furthermore, each year a substantial number of students see this increased success as due to personal improvement as much as to lessening stress from the college environment.

Socially, freshman year is bleakest due, presumably, to the lack of time because of academic demands. Again, each succeeding year provides both greater opportunity and greater success. Junior year, especially, is marked by increased ease of dating by virtue of living in fraternity houses and ownership of cars, and this is viewed without exception as "improvement".

In senior year we again asked you to indicate the importance you attached to various "purposes" of a college education. "Basic general education" remained the most heavily endorsed, with none of you saying it was of low importance. "Ability to get along with others" showed a marked drop, and "vocational training" also decreased. Apparently your freshman anxieties about jobs and people were reduced as you approached graduation. In effect, this may mean that by senior year the college's conviction that its mission is Education had become your own. In time we will determine the patterns of change on this item and whether the directions of change are related to other attitudes expressed about your experience at Amherst.

Table 18

Purposes of a College Education

Class Number Number Responding Year	302		258		302		258		302		258	
	Freshman	Senior	Freshman	Senior	Freshman	Senior	Freshman	Senior	Freshman	Senior	Freshman	Senior
	<u>Judged of High Importance %</u>		<u>Judged of Medium Importance %</u>		<u>Judged of Low Importance %</u>		<u>Judged of High Importance %</u>		<u>Judged of Medium Importance %</u>		<u>Judged of Low Importance %</u>	
A Provide vocational training, develop skills and techniques directly applicable to one's career	31.1	13.6	44.0	42.1	24.9	44.3						
B Develop one's ability to get along with different kinds of people	71.4	41.5	27.4	45.4	1.2	13.1						
C Provide a basic general education and appreciation of ideas	86.3	94.4	12.5	5.6	1.2	0						
D Develop one's knowledge and interest in community and world problems	29.9	34.1	55.6	53.8	14.5	12.1						
E Help develop one's moral capacities, ethical standards, and values	29.4	26.2	44.9	47.6	25.7	26.2						
F Prepare one for a happy marriage and family life	7.9	1.9	37.7	34.5	54.4	63.6						

Honors

One-hundred and fifty-five (57%) members of the class started out in senior year among the various departments in the honors program. By the middle of the second semester there remained 52% who were bona fide honors candidates. Fifteen men of this group did not receive a final recommendation for honors but the 127 (46.5%) remaining were voted honors by the faculty.

Although the number of summa cum laudes and magna cum laudes was not outstandingly high, the total proportion of honors of 46.5% was the highest proportion of honors awards in any graduating class in Amherst College's history. The reader of the Commencement Program could not help but be impressed by such titles as "The Isomorphous substitution of Iron and Aluminum in the Trivalent Ion Position in Alunite and Jarosite," "The Venezuela Boundary Dispute of 1895: A Study in Foreign Policy Formulation", "The Rhetoric of Joseph Conrad", "Aberrant Recombinations at the Garnet Locus in *Drosophila Melanogaster* as Examples of Gene Conversion", and "The Theory of Moore-Smith Convergence in Abstract Topological Spaces". Four of the honors theses were published later by the college and, of course, several found their way into the professional journals. Twenty-three men were elected to associate membership in Sigma Xi while the third election to Phi Beta Kappa brought the final membership to twenty-nine members of the Class of 1959.

For most of you the years at Amherst were far from the end of your education. A survey in June of senior year revealed that over 80% of the class would go on to further study. You selected 59 different institutions with the greatest numbers going to Harvard, Yale, and Columbia. You also chose such distant points as Oxford and Cambridge, the Sorbonne, the

Pasteur Institute of Paris, and the University of Montpellier, France. Your class won a rich share of fellowships, too. You were to receive roughly \$122,000 in financial aid for 1959-60. Of this, \$17,000 was awarded to 26 members of the class in various college fellowships.

Summary

Though our cryptic survey of a few facets of your academic life at Amherst cannot hope to reflect accurately your total experience we can note the following generalizations. At the very outset you were an "inflated" class and, though rumors were rife that "flunk-outs" would be wholesale to cut down the excess, your class finished with no more attrition than would have occurred had it been of "standard" size. You mirrored the trend of recent years by compiling a distinguished academic record as a class as measured by grades, various academic honors, and graduate fellowships and scholarships. Similarly, for a large number of you, Amherst was a preparatory experience for further formal training. Though you reflected an emphasis on "grade-getting" as against "study for its own sake", for the most part you reported gaining satisfactions from your courses apart from this and even expressed desires for more of the kinds of interactions that proved intellectually stimulating. Finally, though many of you made incisive criticisms of some parts of your educational experience, you expressed basic satisfaction with your academic experience at Amherst.

Miscellany

Much of one's life during college years is private and apart. This chapter records your summer preoccupations, income and spending, reported consumption of mild stimulants, and acquaintance with the infirmity. We are not reporting all of the information we gathered on some of these topics because its intrinsic value may be obscure, e.g., "Do you have headaches?" The materials we do report here seem to be interesting in their own right and are offered in that spirit.

Summer Activity

Summer provides a number of choices for students, and we found the activities so diversified that we had to settle for gross categories of School, Travel, Camp, and Job. Table 19 gives the findings.

Table 19

Reported Summer Activities Tabulated by Per Cent
of Activities (some Ss appear more than once)

Class Number	287		264		258	
Number Responding	244		226		213	
Year	Sophomore		Junior		Senior	
	N	%	N	%	N	%
School	66	26.7	20	8.8	29	13.6
Travel	33	13.4	34	15.0	30	14.1
Camp	39	15.8	34	15.0	15	7.0
Work	109	44.1	138	61.2	145	68.2

Summer school following the freshman year was quite common and declined in frequency during the next two summers. Work occupied most of you

with half reporting some work in the last two summers. Camp (counseling, etc.) held up to the summer following junior year when it took a drop, while travel had a rather steady clientele. The income figures for these efforts will be dealt with in the next section.

Income and Outgo

"Oh, father and mother pay all the bills,
and we have all the fun.
That's the way we do in college life.
Hooray!"

(Old College Drinking Song)

Table 20 shows the income figures for summer work. Some of you reported earning nothing, indeed, this proportion increased each summer. But others earned a considerable amount. In fact, if summer earnings could have been extended through the year, some of you would have earned more than the average faculty member. But the medians are not high, being a stable \$400 per year. Adding the average \$90 per year paid by Amherst College to working students, yields a total yearly earning of \$490.

We asked for estimates of "spending money" per month each year. The highest designation was simply "over \$100", while a few of you claimed to have spent nothing or a negligible amount in this way. The medians of roughly \$28 per month multiply out to about \$275 per year which would indicate that a good many students earn enough in the summer to cover this type of expense in the winter. But the range is substantial, and a sizeable percentage of the class claim to have spent between \$800 and \$1,000 per year for the simple pleasures of college life.

Table 20

Summer Income for the Years '56, '57, and '58

Class Number	287	264	258
Number Responding	242	226	213
Year	1956	1957	1958
	\$	\$	\$
Mean	410	469	516
Median	400	400	500
Range	0-1000	0-1400	0-2000
Ss above range	0	1	0
% reporting none	10%	25%	21%

Dollars-per-Month for "Spending Money" for
each College Year

Class Number	306	287	264	258
Number Responding	199	243	219	214
Year	Freshman	Soph.	Junior	Senior
	\$	\$	\$	\$
Mean	28	32	35	30
Median	25	30	30	25
Range	5-50	4-60	2-65	1-80
Ss above range	11	10	16	5

Consumption

"WHEREAS, The undersigned, officers and students in Amherst College, are convinced that it is best for us to dispense with ARDENT SPIRIT, WINE, OPIUM, AND TOBACCO as articles of luxury or diet: - Therefore, RESOLVED, That, relying on Divine Aid, we hereby pledge to one another our mutual promise, that while connected with this Institution we will abstain entirely from these articles, except as medicines and the use of wine at the Lord's Supper."

"We the undersigned, officers and students of Amherst College, relying on Divine Aid, pledge to one another our mutual promise that, while connected with the institution, we will not use INTOXICATING DRINKS as a beverage."

(Pledge of the Anti-venenean Society
of Amherst College, signed by three-
fourths of every class of 1830-1871)

Times have changed in the century since the Anti-venenean Society founded by Professor Edward Hitchcock flourished on the Amherst campus. Our survey of your "personal habits" in senior year indicates that about three-fourths of you imbibed in some form of alcoholic beverage and 56% indulged in the "evils of tobacco". It is also probably true that those who abstain from these indulgences do so for reasons somewhat different from those motivating the framers and signers of the Anti-venenean oath. For example, in a study of smoking habits of one-third of your class, only one of forty-nine non-smokers listed "morally opposed" as a reason for abstention. Table 21 below depicts the changes registered from freshman to sophomore and senior years.

It is noteworthy that while there is little change in smoking habits, these having been more firmly established prior to college, there is a systematic increase in the number who drink, whether it be beer, wine, or hard liquor. The percentage of students who report drinking wine doubles

Table 21

A Comparison of Reported Smoking and Alcoholic
Consumption during the Freshman, Sophomore,
and Senior Years

Class Number Year	306		287		258	
	Freshman		Sophomore		Senior	
	N	%	N	%	N	%
Do you smoke:						
cigaretts - yes	90	38.5	95	39.6	88	41.3
- no	144	61.5	145	60.4	125	58.7
cigars - yes	14	6.9	18	7.5	22	11.0
- no	217	93.1	222	92.5	178	89.0
pipe - yes	41	17.7	42	17.5	57	27.7
- no	190	82.3	198	82.5	149	72.3
Do you drink:						
beer - yes	170	73.3	183	76.3	174	81.7
- no	62	26.7	57	24.7	39	18.3
wine - yes	69	29.9	97	40.6	129	61.7
- no	162	70.1	142	59.4	80	38.3
hard liquor-yes	149	64.2	191	79.6	182	85.4
- no	83	35.8	49	20.4	31	14.6

during the college years. That you sought increased variety in smoking is reflected by the fact that the incidence of cigar and pipe smoking rises more rapidly than that of cigarette smoking.

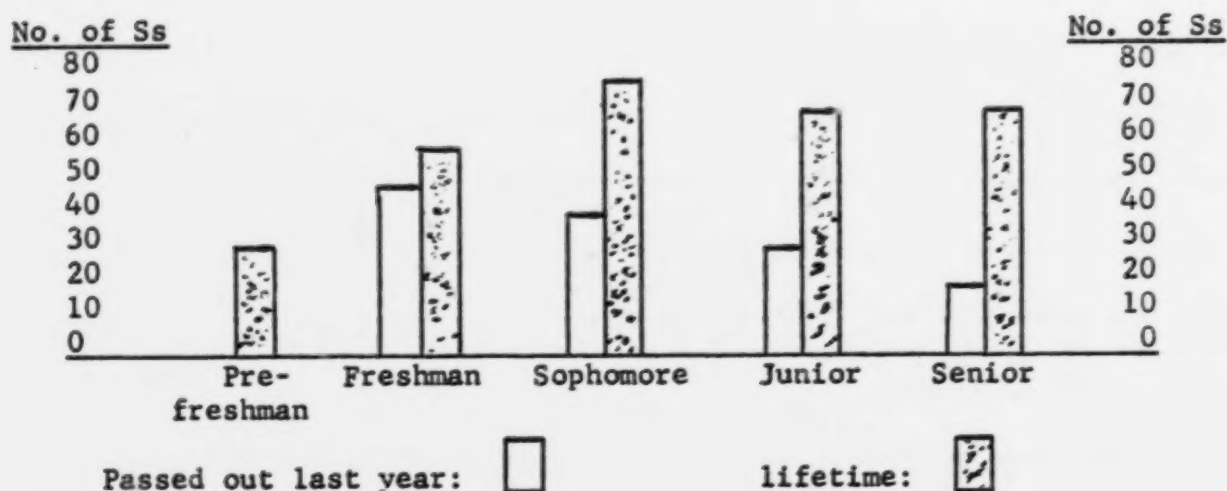
Reports of amounts of smoking and drinking reveal remarkably similar statistics for the different years with the exception that there is a significantly higher number of students in the senior year who are heavy consumers: by the end of the senior year 14 men were reporting smoking more than ten packs of cigarettes per week, and 18 men were drinking ten or more ounces of hard liquor per week. However, for a large majority of you in every year moderation seems to be the watchword. For example, most of

you as seniors reported drinking less than four ounces of hard liquor (two very dry martinis) in an average week.

During each of the four years a question was asked concerning the effects of excessive intake of alcohol. Figure 3 below summarizes the responses to the question "As a result of drinking, how many times have you passed out?" Note that with each passing year the college men learn better to "hold their liquor". While 42 men reported having passed out during the freshman year, only 14 seniors reported having done so.

Figure 3

Report on "Passed out as a Result of Drinking"



Because of the relatively lower frequency of passing out reported prior to college, these data corroborate other studies which indicate that many men are initiated into overindulgence on first coming to college.

Medical

Scene: Amherst Infirmary, 2nd Semester mid-term examination period, 1959

Dr. Brown: "What seems to be the trouble?"

Chemistry 43 Student: "I think my problem is 'organic'."

A perusal of your four-year infirmary records reveals some interesting data concerning the health "problems" of students. The number of different visits by students was listed under the categories according to presenting complaints. The four major areas were: a) "to sleep", b) 48 hours or less with upper respiratory infections, gastro-intestinal upsets, headaches, and fatigue, c) with fractures, accidents, and injuries, d) with anything else. With the exception of the Asian flu epidemic in the fall of 1957 the incidence of physical illness was fairly uniform throughout the four-year period for the class. Close inspection, however, indicates that your sophomore year was the "sickest" since more than half of you spent at least some time in the infirmary during the year. As freshmen you were more accident-prone, having sustained eighteen fractures or accidental injuries.

The most interesting changes occurred in the first category, namely, "to sleep". A long standing policy of the Student Health Service has been to allow students to enter the infirmary for an overnight rest without prior consultation with the college physician. From a total of 14 in the freshman year who sought respite from the noise of the dormitory or other distractions, the number rose to 38 in senior year who found the quieter atmosphere of the infirmary more conducive to sleep.

Vocations

"XV. How and when did you become interested in Amherst College?"

"I became interested in Amherst College several years ago because of its excellent reputation in the training of students in the liberal arts which would give me a nice broad foundation for my postgraduate work."

(Response by a member of the Class of '59 on the application blank)

For some time it has been customary to ask graduates about their postgraduate intentions. The replies are summarized and published as part of the commencement literature and provide some opportunity to contrast colleges, note trends across decades, and wonder if the graduates will in fact do as they intend. The present study provides us with an opportunity to trace the changes in vocational intention from pre-freshman to senior year. We reported the pre-freshman intentions on page 18, and now we will see the fate of these expectations. Our procedure was to ask for the intended vocation, the certainty with which it was held, whether it was viewed as a change from the previous year, and on two occasions - freshman and senior years - we also asked about the relative preference of various attributes of vocation, whether the family would play a role in vocation procurement, and the relationship of vocation to other areas of adult life.

Since we deal only with the group distribution it is not possible to answer the many questions which changes in vocational choice raise. We report these changes in Table 22. The pre-college choices are indicated to the left of freshman year. At the far right data collected by the Public

Relations Office at commencement time show that changes occur during the last six weeks of senior year.

Doubtless it comes as no surprise to discover medicine, business, and law as top choices throughout college, but the rise of college teaching to fourth choice is, admittedly, unexpected. Furthermore, over half of the 15% going into the other professions are going into secondary school teaching! The other striking feature of these figures is that the top vocations were well chosen by the freshmen but teaching was the choice of less than one per cent. This being the case, the next obvious question is: which are the big losers? One category which declined was that of the "don't know"s. Sixteen per cent had no idea to begin with and by senior year only five per cent chose this category. But there was a second decline of equal size. Science and Engineering claimed twenty-one per cent before admission, seventeen per cent in freshman year, and by graduation the figure was less than five per cent. This reflects the glamour that careers in science currently enjoy; the bracing discipline of a science curriculum discourages many who select such a career without full awareness of its difficulty. The other categories show various fluctuations with law, specific business, and news media showing some gains. Public official and creative arts were never common choices of this class.

The question of certainty of choice was interesting. We asked how certain the students were of the choice indicated, and then in a second item, first used in sophomore year, we asked if this represented a change. No change was reported by 56%, 59%, and 52% in the upperclass years, respectively, and this matches the actual stability as calculated from the choices themselves. But only 22%, 20%, and 24% actually reported change

Table 22

Percentage of Students Indicating Vocational Choice Throughout College Career

Class Number Number Responding Year	307 Application	302 Freshman	287 Sophomore	264 Junior	258 Senior	258 Commencement
Science and Engineering	21.8	17.3	11.0	7.5	3.2	4.3
Don't know, no answer	21.2	16.1	12.3	14.4	5.1	5.6
Medicine	21.5	19.9	18.9	19.6	15.8	20.9
Law	13.1	9.3	11.5	11.3	14.9	15.4
Business, unspecified	8.8	8.5	11.5	8.7	2.8	11.5
Business, specified	0	6.7	8.6	8.7	15.3	14.6
Professional	6.0	10.1	6.1	6.9	11.1	8.7
College Teaching	0	.8	8.6	12.4	16.2	14.6
News Media	3.0	4.6	3.2	3.0	6.5	1.2
Miscellany	2.6	3.3	4.5	6.1	5.5	2.4
Public Official	.9	2.7	2.8	1.7	2.3	2.4
Arts	.3	.8	.5	.5	.9	.4

each year, the remainder choosing the "don't know if a change" alternative. Apparently vocational choice was of rather low salience for some of you. By junior year 21% were reporting job interviews, a figure which rose to 27% by senior year.

For most of the class we had sufficient information to compare career choice with their undergraduate majors. Although there are obvious relationships, such as Biology and Medicine, Economics and Business, Political Science and Law, the accompanying Table 23 indicates a good deal of diversity in the majors of men going into particular career fields. To some extent this diversity is reassuring to those who favor the strong liberal arts program for any professional vocation in contrast to a narrow technical or pre-professional curriculum.

When asked in freshman year to estimate the part to be played by your family in procuring your job, almost half of you felt they would play some part in the process. By senior year this number was less than a third. Finally, nothing happened during your college years to change the majority view that satisfaction after college would be obtained from your own family, your job, and your leisure activities, in that order. Religious activities and public service appealed to less than fifteen per cent of you - even as a third choice.

We asked in freshman and senior year about the "Important requirements of an ideal job or profession." Table 24 shows the ten requirements and the percentage of endorsement for each year. It is noteworthy that Requirement 1, "opportunity to use my abilities", remains the most popular; Requirement 3, "permit me to be creative and original", grew in favor; and Requirement 6, the "security" item, shows a sharp drop. We hope you

Table 23

Summary of Major Departments and Career Fields - Class N is 258

<u>Major Department</u>	<u>Business</u>	<u>Law</u>	<u>Medicine</u>	<u>Education</u>	<u>Ministry</u>	<u>Engin.-Arch.</u>	<u>Government.</u>	<u>Miscell.</u>	<u>Don't Know</u>	<u>Total</u>
American Studies	13	11		10			2	1	2	39
Biology	1	1	37	2	1			2		44
Chemistry	2		8	1				4		15
Classics										0
Dramatic Arts										0
Economics	11	1	1	2	1				1	17
English	13	7	5	9	1			3	3	41
Fine Arts						1		1	1	3
Geology	3		1	1				1		6
German-Philosophy				1						1
History	11	6	1	5	2	1	1	1		28
Mathematics	3			3	1	1		1		9
Music				1						1
Philosophy			1	2	1					4
Physics	6			7				2	2	17
Political Science	1	7		1			3		2	14
Psychology	3		1					1	1	6
Religion	2									2
Romance Language			1	4				1		6
TOTAL	69	33	56	49	7	3	6	18	12	253

Table 24

The Most Important Requirements of a Job or Profession

Class Size Number Responding Year	302		258	
	234		180	
	Freshman		Senior	
	N	%	N	%
1. Provide an opportunity to use my special abilities and aptitudes	75	32.1	79	43.9
2. Provide me with a chance to earn a good deal of money	8	3.4	1	0.6
3. Permit me to be creative and original	22	9.4	39	21.6
4. Give me social status and prestige	2	0.8	1	0.6
5. Give me an opportunity to work with people rather than things	32	13.8	14	7.8
6. Enable me to look forward to a stable secure future	49	20.9	8	4.4
7. Leave me relatively free of supervision by others	2	0.8	5	2.8
8. Give me a chance to exercise leadership	5	2.1	7	3.9
9. Provide me with adventure	4	1.7	4	2.2
10. Give me an opportunity to be helpful to others	35	15.0	22	12.2

meant it, but perhaps some of you simply learned not to express your concern for security.

In summary, it appears that the pre-college choices of vocation hold up quite well across most areas with two major exceptions. Somewhere in the Amherst experience many of you decided that college or secondary school teaching was for you. Perhaps this reflects your first contact with college life. At any rate, the '59ers were setting out with a high proportion of

teaching aspirants. Conversely, a substantial number came seeking a career in science or engineering and something happened to reduce this number. Only a comprehensive interviewing program would have shed light on your reasons for change. Some of your ideas about jobs changed --- perhaps you gained confidence. But your perception of the order of importance of sources of satisfaction in life did not change, though our question established nothing about the degree of satisfaction you anticipated from each source.

Mark Hopkin's Log - As Viewed from both Ends

"The small college ... is able to offer certain advantages ... The most important is the opportunity for intimacy of friendships of young men as students, with great men as teachers."

(Amherst Alumni Committee on Admissions, 1934)

In your letters of application for admission to Amherst one of the most frequently recurring factors in your decision to apply was the small college atmosphere with its favorable student-faculty ratio. Our questions concerning the role of the teacher in your life at Amherst ranged from attempts to study interaction to queries concerning the attributes of effective and ineffective teachers. To round out the picture we asked your teachers to tell us what they thought about you. As with much of our data, the full significance of your answers will come through individual analysis later on; here we present the summaries of your responses as a group.

"The men on the Amherst faculty are, on the whole, 'approachable' people...."

(This is Amherst)

Beginning in sophomore year we asked you about the amount and nature of contact with the faculty beyond the classroom hours. The question lead was "How many times during the year have you visited a faculty member on some matter....." The classification of "matters" is indicated in Table 25. Certainly the most striking aspect of these distributions are the low medians for all categories. Even course work, which provides the most natural source of associations, yields very few yearly contacts for half

Table 25

Reported Yearly "Contacts" with Faculty Outside of Class

Class Number	287	264	258
Number Responding	241	223	215
Year	Sophomore	Junior	Senior
<u>On Matters Pertaining to Courses</u>			
Mean	5	9	10
Median	3	6	6
Range	0-12	0-30	0-40
% reporting none	12%	4%	7%
Ss above range	15	2	4
<u>On Matters of Interest to you</u>			
Mean	2	4	4
Median	1	2	2
Range	0-6	0-10	0-20
% reporting none	40%	20%	25%
Ss above range	7	7	4
<u>About a Personal Matter of Some Importance</u>			
Mean	1	2	3
Median	0	1	2
Range	0-7	0-6	0-15
% reporting none	59%	39%	28%
Ss above range	2	7	3
<u>As a Guest in a Faculty Member's Home</u>			
Mean	1	2	2
Median	1	1	1
Range	0-7	0-10	0-10
% reporting none	48%	40%	30%
Ss above range	1	2	1
<u>As a Host to a Faculty Member at your Fraternity</u>			
Mean	.4	.8	.9
Median	0	0	0
Range	0-4	0-7	0-6
% reporting none	79%	60%	51%
Ss above range	2	1	0
<u>Chatting Informally under Spontaneous Circumstances</u>			
Mean	7	9	9
Median	3	5	6
Range	0-30	0-30	0-30
% reporting none	15%	6%	7%
Ss above range	6	7	4
<u>Reported Yearly Contacts with Deans, Chaplains, and Administration</u>			
Mean	3	3	3
Median	2	1	2
Range	0-15	0-15	0-15
% reporting none	29%	39%	29%
Ss above range	2	3	4

of the students. Informal chats, and matters of special interest generate some contact, and certainly the figures for all visits show increased faculty association for the last two years. The increase is most marked between sophomore and junior years. The sophomore median implies a monthly contact while the junior and senior medians approximate a weekly contact. The other major shift comes in senior year, presumably reflecting the Honors Program, when 15% of the class report more than two contacts per week. When we turn to the "highs" on these figures, we find a few who claim almost daily contacts as, indeed, seems likely for certain types of courses and subjects. Apparently many teachers are seeing the same few students while many students see very few teachers and on rare occasions.

The year-by-year comparisons do not show large differences but the slight shift from course work and informal chats in junior year to personal affairs and subjects of special interest in senior year probably reflects a shift in faculty-student relations for those who do relate. One surprise was the fact that half of you report one or more occasions as a guest of a faculty member in his home with a few doing so almost bi-monthly.

Once again we have figures which reflect widely divergent behavior. Some of you had considerable contact with the faculty while others had little. Of course, we do not have information from the faculty about their contacts with students. Nor do we have any direct testimony about the "meaning" of a contact.

"It should be the chief aim of a university professor to exhibit himself in his own true character - that is, as an ignorant man thinking, actively utilizing his small share of knowledge."

(A.N. Whitehead)

In senior year we asked you "to think of the best teacher you have

had in each division (i.e., Humanities, Social Sciences, Natural Sciences) during your four years in college and explain briefly why you think he is best (do not name him)". We did the same for the worst teacher in each division. In Table 26 can be seen the rankings of the characteristics you mentioned after a rough content classification. There is not very much difference among the divisions in ranking of qualities of good and bad teachers.

For the Humanities teacher you ranked highest the characteristics of "dynamic, stimulating", "interest in students", and "holds interest". The three highest for Social Science teachers were "dynamic, stimulating", "broad knowledge, thorough mastery", and "interest in students", while the three top characteristics for Natural Science teachers were "clarity and organization", "interest in students", and "skilled technique and preparation". Of course, each of you had different samples of teachers from the three divisions and, perhaps, it would be unwise to make too much of comparisons across the three groupings. In addition to the characteristics in Table 26, you used such words as the following to typify your "best" teachers: open-minded, real scholar, articulate point of view, relaxed, humorous.

Poor teachers were characterized as dull, boring, unsure, unstimulating wherever you encountered them. For the Humanities teachers and the Social Science teachers "dogmatic, pedantic" were used very frequently; but these words were not as often mentioned concerning your Natural Science teachers, and for them lack of teaching ability was ranked higher. In addition to those characteristics listed in the table you also mentioned the following about your "worst" teachers: repeated text, talked to

blackboard, incompetent, passé, poor exams, bully, poor grading system.

* * *

For better or for worse, the reputations you left behind with the faculty and administration constitute an important outcome of your experience at Amherst. These reputations are most often defined in letters of recommendation which usually convey the author's feelings about the subject with far more candor than is generally believed. Those letters are privileged and beyond the scope of any study. However, it was fairly easy to divide the class into majors, seek out the departmental representative most likely to have had considerable experience with a student, and ask him to speak for the record on the names we presented. Thus we have on each of you a paragraph or more from a member of your major department, plus comments by three deans and a fourth administration official (NOT the president). This gives us the opinions of three or four persons on all but forty-four (17%) of the class who happened to be missed by the major represented, and with the entire class reviewed by the deans.

We thought the best way to portray these remarks might be to analyze them first into their "dimensions". They seem to involve your abilities, achievements, personality dynamics, the basic trait of honesty, and the emotional reaction you evoked in the judge. Of course, some of the terms were neutral so far as any bad-good judgment was concerned, but most have the quality of acceptance or rejection by the judge, and we think you will agree that these words indicate that most of your teachers are very much aware of you as persons.

Table 26

Characteristics of Teachers

	<u>Rank of Frequency of Mention</u>			
	<u>Overall</u>	<u>For Humanities Teachers</u>	<u>For Soc. Science Teachers</u>	<u>For Natural Science Teachers</u>
<u>Characteristics of Best Teachers</u>				
Dynamic, stimulating	1	1	1	4
Clear, well-organized	2	5.5	6	1
Interested in and helpful to student	3	2	3	2
Skilled technique, well-prepared	4	7	4	3
Holds interest	5	3	5	7
Broad knowledge, thorough mastery	6	5.5	2	9
Great interest in and devotion to his field	7	4	8	8
Fine personality	8	8	7	6
Makes connections to other subjects	9	9	9	5
<u>Characteristics of Worst Teachers</u>				
Dull, boring	1	1	1	1
Unsure, unstimulating	2	3	3	2
Dogmatic, pedantic	3	2	2	7
Displeasing personality	4	4	5	4.5
Taught nothing, no teaching ability	5	5.5	6	3
Not interested in students	6	5.5	7	6
Disorganized, poorly prepared	7	9	4	4.5
Couldn't convey what he taught	8	8	8	8
Not interested in field or in teaching	9	7	9	9

Table 27 lists a sample of the more printable terms used in the categories mentioned above.

Of course, judges may disagree, partly because you presented different faces to different persons, and partly because the judges elicited different reactions to themselves. We thought it might be interesting to make a tally of the proportions of agreement and disagreement found. There are times when this disagreement is almost total, but these cases are rare. The proportion of agreement to disagreement is 20 to 1 for ability, and 10 to 1 for general character. By classifying the emotional reactions we find that about two-thirds of you ranged from accepted to lionized, with the rest evoking terms of rejection.

Summary

Viewed from the standpoint of group statistics we would tend to conclude that the highly touted camaraderie between student and professor does not actually "come off" in most cases; however, a fairly large number of you were able to break through the barriers that might have discouraged you to establish relationships with your teachers. Your occasional comments about these associations and the reports of your professors about their reactions to you indicate that some highly (and mutually) satisfying encounters occurred. At least for some, then, the promise of the "small college" atmosphere was fully realized.

Table 27

Some Expressions used by the Faculty to Describe
Members of the Class of '59

	Pro	Con
Ability	good mind highly organized very fast a genius genuine artist real corker first-class mind dexterous mind	dumb unbright petered out real, real slow weak student awfully minimal no capacity to think uneducable
Feelings aroused	very likeable you just like him big likeable teddy bear enjoyed him	don't care for him low opinion of him negative impression like to boil him in oil
Character	incorruptible immense integrity sterling character good citizen solid	cuts every corner no-goodnik no scruples took advantage don't trust him
Achievement	top 10% of last 10 years best rite student professional scientist extraordinary scholar made real contribution should be intolerably successful perfect honors student will grow and grow and grow	doesn't seem to get anywhere fizzled in honors third-rate performance lousy thesis gliding by degree-getter does nothing underachiever
Personality	diamond in the rough most winning spontaneous eternally admirable quiet individualist self-contained poised responsible	chip on shoulder thesis behavior beneath contempt rather "burdenic" a real pest genteel bum a sitter erratic

Epilogue

"Your study will be 'just another'."

(Member, Class of '59)

"I'll save judgment until I see the report"

(Member, Class of '59)

If the presentation you have just read were the sole outcome of our research efforts, the Class of '59 Study would very definitely be "just another", and not a terribly impressive another at that. As we said at the outset, this little booklet was our Thank-you note to you, designed to tell you why we did the study, to state the goals we were trying to reach, and to give you assurance that our concern lies with the wide differences among you which emerge so clearly in the data presented here. In effect, we are telling you of the variables of action and reaction which we are currently beginning to analyze for their relationships to each other. Much of our information about you has not been presented here because it cannot be interpreted except in relationship to other material.

The issue of establishing these relationships leads us directly to the question you often raised about the "accuracy", "validity", or "truthfulness" of your own replies. One thing you may be assured of, if this material consists of nearly random replies from most of you, there will emerge only a very few close relationships, and they will probably not make sense. It is our belief that you have not been, indeed, could not have been, so aimless and we are willing to back up this belief with the hours of analysis it takes to find out. This analysis can best be described as proceeding through stages. Stage one, the tabulation of the re-

sponses for each item, provided the data of this booklet. Stage two consists of the choice of certain key variables from which profiles of your reported experience have been tabulated and punched on each man's set of IBM cards. These profile groups then become the independent variables against which we will compare all of the other information we have about you. This profile analysis, stage three, is now under way and should permit the basic styles of college experience to emerge if they are there. Stage four will consist of analyzing the role played by certain variables which in the past have carried considerable social emphasis whether or not they have deserved it.

Part of our faith in the profile approach is based on the success experienced by Mark Taylor '58 in his honors thesis when he was able to construct a set of items cast in the Amherst idiom which predicted neatly to such things as when people picked up their announcement of courses, activities participation, and study time allotment.

Returning to the contents of this document, certain conservative interpretations seem in order. Your replies confirm certain of the standing observations of the Amherst scene. (If they did not, we would be quite worried). The work load drops from freshman year with the sophomore year being much less pressing as you go off to see the social sights of the valley and beyond. Seminars and honors provide ways of cutting down on class time, but there seems to be no doubt that the decision to honor involves a very definite commitment to work not experienced by the non-honoring major. Many of you display a growing detachment from the college as an institution, preferring to couch your endorsements in mild terms and injecting some strong indictments from time to time. With all this the

academic life maintains its appeal as a surprisingly large number left professing teaching as their goal. Could it be you wanted to dish it out after taking it for so long? It is interesting to see that a sizeable number of you reported negligible contact with the faculty while others had considerable. These, and many other similar differences, all point to radically different modes of college life despite the size of your class and the college. Yet, as you leave you are concentrating on very few vocational categories which in turn lead to easily predictable social strata in our society. We believe these strata also contain widely varying styles of life.

Why do we feel this study has been worth it? We think this study may point to ways of studying educational experience which are closer to the realities of that experience by showing that combinations of everyday, even innocuous, information can establish the presence of, though of course not sharply define, diverse styles of life. We did not wish to become a major, unmeasured variable in the study, and by remaining silent for four years we apparently confined ourselves to being a minor, somewhat measurable pain in various parts of the anatomy - - - and nothing more. If this way of studying large groups "in the field" pays off, we will have produced a study contrasting with those more confounded by subjects' perceptions of themselves as objects of psychological study and the subjects' study of the psychologists! Finally, even this limited attempt may produce data which will clear away much of the guessing which currently passes for distilled experience in our thinking about education at Amherst today. Showing that some time-honored relationships do not exist might be as much a public service as would confirming others.

It would appear efficient if we could give you the timetable for the rest of the study, but it would also be false. Let us simply say that these analyses occupy much of our research time, and that we would like to finish as soon as possible. Your Amherst Alumnus will keep you posted. Perhaps in the future we will inquire again of you, and offer you some chance to keep us posted.

"What are Birney, Grose, and Coplin up to next year?"

(Senior Member, Class of '59)